

Childhood Education

*The Magazine for Teachers of Young Children
To Stimulate Thinking Rather Than Advocate Fixed Practice*
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Next Month

■ "Using Creative Abilities"—important human resources—is the theme for next month's issue. Some of the abilities to be discussed include: music making; drawing and painting; expressing one's self through prose, poetry, dramatization and radio.

William H. Burton's article, "Is All Learning Creative?" introduces the issue. Anita Herrick and Belle Johnston have prepared the articles on creative writing, and Dorothy Gordon discusses how radio can be used to encourage creative abilities. "Johnny, Get Your Hammer," by Jerome Leavitt and "We Write a Song" by George Reynolds are two of the articles that point out the possibilities for developing creative abilities through industrial arts and music. Mildred Letton and Jessie Todd describe how creative writing can be stimulated through an art program.

The Editorial Board will welcome for use in latter issues stories of local programs developed for the purpose of taking care of the children—the above sixes as well as those below.

EXTRA COPIES — Orders for reprints from this issue must be received by the Law Reporter Printing Company, Washington, D. C., by the tenth of the month of issue.



Developing Cooperativeness

Toward Cooperative Responsibility

A WAY OF LIFE AND A CODE FOR GROUP CONDUCT had been determined by the first New England colonists before they crossed the Atlantic. Before the Spartan welcome of Plymouth Rock had defined their economic opportunities in the new world those who sought new rights and privileges agreed upon cooperative responsibilities. In their statements proposing privileges which were to be achieved after great sacrifices the pronoun used was "we" and not "I." In their plans to create a new way of life their acceptance of responsibilities was based upon "we."

The social, economic and political patterns which evolved from this basic conception of mutual responsibility for maintaining common privileges had great influence upon the codes of conduct and upon the institutions of the New England colonies and the emerging republic. Children were expected to share in these responsibilities and were held to the performance of tasks necessary to the subsistence and the success of all.

Both public and private educational institutions in the United States derived their form and purpose from these New England patterns. It should be remembered, therefore, that the schools were charged with the responsibility for doing only a part of the whole educational job. They taught the three "R's." The formal disciplines, the thwacking rod and the dunce's cap hastened the conformance to adult patterns of the scholars. Through precept and rote, selected common ideals were held before the scholars to promote virtues. But the school was not the institution that was responsible for developing character. The family, the church and the community were dynamic educational influences in the early days of the republic. Through the later decades, before urbanization and transportation complicated our social and economic life, these influences on the development of children continued to supplement the formal education of the schools.

IN SPITE OF CERTAIN UNNATURAL COERCIONS to speed the child into adult patterns of behavior, there was an inadvertent acceptance of the child as a plural personality. He was a school child, true, but he was also a chore child, and a church child. He was charged with a share of responsibility in the home and in the community. Furthermore, the more simple social, economic and political patterns permitted children to develop rapidly in an understanding of the relationship between "I" and "we." Life was primarily composed of solving immediate and intimate problems. Even humble homes were simple forums in which children

learned—even though they did not monopolize the rostrum—some of the interrelationships between government, finance, production, consumption, personal gain and the general welfare. Daily life in these communities which depended primarily upon direct struggle with the soil and the sea also taught citizenship—"taught" character.

In the last few decades the schools have been unjustly blamed for failure to teach proper attitudes and motives, to develop strong and purposeful character, and to instill in children an appreciation of and a facility in democratic cooperation. Traditionally the schools have never been responsible for doing this job of developing constructive social behavior. Attempts to do so have been awkward at best. They have tried to institutionalize character building and the learning of cooperative attitudes and habits. They have been forced to encompass the plural child in a single educational system. Lacking the dynamic influence of other educational factors learning has been too much for "I" and not enough for "we." Precociousness has been vitiated by social illiteracy. Even skilled adults have not accepted democratic responsibilities because of abiding social adolescence.

Not the schools alone but all who desire to have the democratic way of life prevail and succeed must begin at once to accomplish two great and challenging tasks: First, youth must be given opportunities for responsible and significant participation in the religious, social, economic and political life of the family, the community, the nation and the world. Secondly, the schools must establish effective channels between the classrooms and these other opportunities for learning. The second task must provide valid experience in applying information, skill and talent to the solution of real life problems. This does not mean that sample problems should be brought into the classrooms from the "outside" for solution by an artificially motivated group. It means that school groups must be permitted to contribute their energies and skills to the actual solution of school, family, community, national and international problems. Obviously, that share of responsibility assigned to children and youth must be those problems or segments of problems susceptible of solution by the age group.

ESSENTIAL AND BASIC MASTERY OF THE TOOLS of society must continue to be the basic function of the schools. But all should work together to maintain channels whereby children may experience the satisfaction of using those tools in helping to make democracy victorious and in helping to make democracy a way of life in which constructive citizens are skilled in the techniques of cooperative effort for the common good. The Bill of Rights can be learned from a paper and recited from memory. The "Bill of Responsibilities" necessary to the maintenance of a democracy which assures those rights can only be learned by sharing those responsibilities and by participating in the cooperative work which those responsibilities demand.—By Livingston Blair, National Director, American Junior Red Cross, Washington, D. C.

Teaching Children to Cooperate

Since cooperation is a social technique that must be learned, what guidance can teachers and parents give to assure that it is learned? Mrs. Hubbard, former teacher of first grade in the Winnetka, Illinois, public schools, discusses three important factors which are fundamental in teaching children to cooperate: working together in committees, respecting the property of others, and understanding between parents and teachers. Mrs. Hubbard is the author of "Your Children at School—How They Adjust and Develop" (John Day Company) for which Beta Pi Chapter of Kappa Delta Pi of New York University recently awarded her a certificate of merit for "the most outstanding contribution to science and the fine arts for the scholastic year 1941-42."

WE KNOW NOW IN THIS time of chaos and war that if we hope for future world cooperation we must condition children for it as they are developing. As we plan how to teach children to cooperate let us keep in mind that cooperation means "the collective action of persons for their common benefit." This necessitates the inclusion of parents, teachers, and children in our discussion. The pictures that I portray will be taken largely from school environments, although like approaches have been witnessed in homes with equally good results. Perhaps parents may find it beneficial if they consider as their own remarks those attributed to teachers.

At the beginning of their year to-

gether, teachers may ask the children, "Whose school is this?"

"Yours!" "Mr. Brown's!" "Miss Smith's!" may come their quick replies.

"Yes," the teachers may agree, "but it is *your* school, too, and what happens here depends on *you*!"

How often a look of surprise comes into the children's eyes! Then if given time to think it through, a look of "belonging" may flash across their faces. As days follow, if the children find that what they have been told is true, they gain confidence in themselves and become conscious of their function in the group.

At an early time in the working and living together in the classroom, it is an advantage if the children are helped to feel that they are indispensable in rendering useful services, and that their presence is significant. Through these feelings of assurance, of belonging, of being important and necessary, a foundation is laid through which the children's cooperation may be gained. From a mental hygiene standpoint these are valuable feelings for children to have, and they are logical first steps in teaching children to cooperate.

In a friendly atmosphere with a feeling of working things out together, the children and their teacher may talk over what needs to be done in the room to make it a happier place to live.

"There are many things to learn this year," the teacher may tell them with a smile, "and I am here to help you. I know how and it is my job to show you. I am sure it won't be hard for you because we'll be working together. If you don't

understand anything be sure to say so and then I'll explain it better." The children's smiles repay her.

"As long as this is *our* room, we need to think together about it. What shall we do to make it a pleasant place?"

If the children feel that their teacher is sincere, they will think earnestly about this matter. John may be the first child to participate in the discussion.

"Well I think that we ought to cooperate," he may contribute.

"Good thinking," the teacher enthusiastically accepts his offer. "That is a hard word—cooperate. How many of you know what it means? Have you heard it before?"

"Yes," Edward begins thoughtfully, "I think it means—" he hesitates, and then with a rush of words he ends, "Well, I don't know just what."

"Well, my mother says 'cooperate' when she wants me to do something," laughs Evelyn.

The teacher laughs with her, then turning back to John inquires, "John, can you tell us what it means?"

As he seems to be searching for needed words she continues, "I'll get the dictionary and see what it says so that you can understand what it really means."

"Cooperation," she interprets for the children, "means doing things together for the good of us all. So John's suggestion that we ought to cooperate was a good idea, wasn't it?"

With shining eyes John may offer some such treasure as this, "I think it means not to always tell people what they must do, doesn't it? To let them think about it, too."

"Yes, John, it means to think about things, to plan what we shall do together. It needs a lot of thinking and a lot of talking it over. Can you do that?"

"Yes!" the children may assure her.

"And then, too," continues their teacher as she helps them carry on their thinking. "it means that we all must stick to our jobs and finish them. We must be responsible. And that means that each of us can be depended on. We won't be afraid to work. How about it? It's fun working!"

Teachers who talk things over with children in this way inspire their trust. With reasonable, competent authority, teachers will be relied upon, referred to, and felt to be permanent. (And, grown-ups, do not talk too long yourselves. Children tire of long discourses. They lose interest. Let them, encourage them, to take active part in the conversation. Otherwise it becomes simply a lot of adult words without meaning to children.)

When children are encouraged to talk, they sometimes lose the line of thought and become irrelevant in their remarks. Then it is time to bring them back to the subject under discussion.

"That is something else," children may be told. "Let's finish talking about this now. Later we can discuss that if you want to." And be sure that this opportunity is given to the children later if they still desire it. Honesty in sticking to promises given is part of cooperation.

Let us face the fact that complete cooperation for children, immediately and constantly, without an occasional slip, is too much to expect of them. After all, children are learners; they are not grown-ups. We see adults themselves none too perfect at cooperating. Possibly had they understood and experienced cooperation in childhood, they might be doing better today.

Committee Work

As children and teachers talk over what needs to be done to keep the school a happy place to live in, committee work may be started advantageously. Often the

children's remarks about committees are amusing from a grown-up point of view; but, given in all seriousness by the children, they need to be accepted in that vein. When this is done, the children finally come through with statements that mean when summed up that in committees you work together on something that helps everyone. The names of the committees, with the name of the child who decides to work on it for the week or month placed under each one, may be hung prominently in the room for daily reference. Each child feels that he has a job to do. Each feels responsible and tackles his job with interest and alacrity.

All of this is part of learning to live together with fair play and respect for others' belongings and activities. Oftentimes children report that their parents say that they need committees at home and had better start them. This interests school people, for anything connecting homes and schools is felt to be of value.

In starting committee work, teachers may need to suggest the first one. This perhaps is more necessary with groups of younger children, or with children who have always been told what to do and when to do it and so have a meager background of experience in thinking and planning for themselves. But with this start from the teacher, the children gain impetus and enthusiastically enter into the planning.

Many times they see the need for committees that adults have not considered. It is well to accept all contributions made by children.

Mary, who has been shy and lacking in initiative, may say breathlessly one morning, almost in a whisper, "I think we ought to have a window-shade committee."

"I hadn't thought of that. It sounds like a good idea. Why do you think that

we ought to have one?" her teacher may smile in reply.

"I think we need it," may be all that Mary can offer. Even that meager response is worth accepting.

"All right, let's have one," agrees her teacher. "You be the first window-shade committee, will you? Fine!"

Unless Mary is very timid, her classmates may be told at once of the new committee and its originator. But if she is easily overwhelmed by notice, it may seem better to tell the group at a later time, and then quite casually as though it were an everyday occurrence.

As committee work progresses there may be some children who shirk their jobs. Edgar and Sally were such children. They spent more time in directing others than in doing the piece of work that they had agreed to do. In situations like that, greater success is achieved if the lack of participation is discussed with the child individually in a sympathetic manner, rather than a critical one, and with a wholehearted endeavor to help him to better understand his responsibility. Perhaps good hard tasks to work out is what is needed, as those will occupy the minds of such children pretty fully, and will be accepted by them as a challenge to show what they can really do. When their interest is aroused with a feeling that it is worthwhile—is a real accomplishment—they often respond more enthusiastically than had seemed possible, and many times display definite ability. Appreciation by the teacher of any progress made, however slight, is better than derogatory remarks. If a child is antagonistic or destructive and unwilling to cooperate, it is well to study his background and try to understand the cause of his deficiency, and then to give attention to overcoming it rather than to show disgust or disapproval.

"Esther can't do that!" her classmates

may state, and she lives down to their expectation.

"Jerry always tries to boss!" his playmates criticize and, knowing no other way, he continues his attempt to control.

"We don't like Margaret!" children show plainly as they refuse to play with her.

Guidance from adults is necessary.

"Esther is my friend and so are you all," the teacher may tell the children. "Did you notice how well Esther did that job? Better than any of you."

Jerry may need to be shown that following is necessary as well as leading and, through experience, find that both are fun.

Perhaps in Margaret's case the other children need to understand that it is their job to help her to become someone that they will like to play with. She may not know how to cooperate. Praise and recognition from playmates spur children on to greater endeavor.

Respect for the Property and Rights of Others

Respect for the property of others is part of cooperation. In school groups where there are many children of like ages it is perhaps most easily accomplished. Construction should generally be encouraged and destruction not permitted, whether it be of children's papers, things that they have built, their books, their clothing, school equipment inside and out, or neighbor's belongings and property. In this consideration the need for certain rules can effectively be discussed with children. Few rules—only those required for the best of social living—should be made. The reason for them should be understood and cooperation in them asked, expected, and required.

Adults seem to be in agreement that certain rules are needed for children, but

unfortunately, they do not always play the game fairly with them. Too often they will not permit children to move, to touch or to upset their things, but overlook their own actions which may be as obnoxious as those they criticize in children.

If adults punish for misdemeanor children who have perhaps scribbled over an important report father is preparing for the government, or have worn and lost some valuable piece of personal adornment of mother's, or have erased something from the blackboard which the teacher has painstakingly written, should they not also question their own cooperation with children if they hope to teach children to cooperate? How about it when adults knock over the child's blocks demanding that he "put them immediately away!" though he may have worked laboriously in arranging them for hangars for his "pursuit planes"; or throw away some picture that the child has painted remarking, "nothing but scrawls!" though to the child it is an expression of something deep within her—imagination, delight in color, rhythm of design which she has cherished; or impatiently tear up and throw in the basket some paper that the child is about to hand in commenting, "untidy, unreadable!" though the child has spent a long time working on it and with hands tired and grimy from overexertion has smudged what he has done? Can such actions be called cooperating with children? Far from it! Nor do they foster cooperation.

At quite a young age children can be encouraged to face situations. They can be helped to acquire clear thinking—thinking all the way through problems—and to take on responsibility. But care should be taken that no greater responsibility is put on a child than his maturity warrants. Both teachers and parents are sometimes at fault in this. They expect

and require what is beyond the child's age-growth. Often if the child is ready—is "ripe"—for the responsibility, he will cooperate easily enough.

The Need for Understanding Between Parents and Teachers

Cooperative living in the home and in the school can be brought about more readily if there is sympathy between the parents and the teachers. Each needs to know the other's plans and methods of procedure in dealing with children. Through an attempt to understand each other, they may gain greater success in teaching children to cooperate. Genuine, wholehearted cooperation is not gained from children through dictatorship of adults. Such treatment may provide obedience at the moment while the adult is watching, but it does not teach children to cooperate.

Children must have some interest in those things in which they are being asked to cooperate. It helps if they also feel pleasure in them. Adults need to project themselves into the children's point-of-view, and to let children work things out if they can. A grown-up's quiet voice and a smiling face are keen incentives to children for happy social living. A sense of

humor is invaluable and may solve many problems with children and bring about their cooperation; sarcasm is never justified. Talking things over with children, answering their questions with other questions, throwing the solution back to them when possible, inspire further thinking and better cooperation from children.

One is impressed in watching babies and tiny children by their eagerness to try things, to do things for themselves. What is it that we do, when children are a little older, that makes them unwilling to try, unwilling to do, unwilling to cooperate? We can make definite plans of what to work for in cooperation from five-year-olds, eight-year-olds, for any age groups, but we know that they can not always be carried out. No two groups are exactly alike. Perhaps we can most successfully determine what to expect from children of various ages if we take our leads from them as individuals, understanding that children of the same age vary considerably in their abilities to follow our leads, and contenting ourselves with teaching that for which they show readiness. As we teach our children, let us provide opportunities for them to lead and to follow, and to find delight in both activities.

Two Teachers

She pushed him through a noisy corridor of a railroad station and put a gas mask over his shoulders.

He shrank and hid his eyes from the picture—locomotives shrieking, soldiers marching, people talking, talking.

She wiped the tears from his round sad face and told him it would not be like this forever.

She sat beside him on the train and held him up to the window while he waved goodbye.

I ran with him up the steps into the schoolroom and put an apron around his small middle.

He found a friend who had a hammer and they built a reading chair for the others who were watching.

I laughed with him while we watched a snail walk upside down on the wall of the aquarium.

I sat beside him and told him the words he had never met or had not remembered.

—Cathrine Pedigo, teacher of seven-year-olds
Jackson, Tennessee



Courtesy National Recreation Association

Cooperation BETWEEN Home and School

Home and school cooperation has always been important for the best development of children. "Today it is a cornerstone for national defense," says Mrs. Simsarian, formerly psychiatric social worker, Habit Clinic at Children's Hospital, Washington, D. C. She discusses three problems intensified by the war which demand close cooperation between home and school for their best solution.

MANY PARENTS TODAY are faced with major adjustments because of the war. They need the help of the school if they and their children are to live through these trying days and if the children are to grow simultaneously into normal, well-adjusted, educated human beings. It becomes increasingly important that cooperation between home and school be maintained and augmented.

One of the major, war-created problems is that of working mothers, many of them mothers of young children. The U. S. Children's Bureau in recent publications stresses the fact that a mother of young children is doing her patriotic duty by remaining at home to care for them, and further points out that other sources for new labor supply should be utilized before these mothers are urged to go to work.

To this principle most of us would subscribe, yet the fact remains that mothers of young children are going to work in increasingly large numbers. Some go be-

cause they want to, others go because the rising cost of living makes it necessary, others go to escape from the monotony of housework, others because everybody else is doing it. The motives are many. Some find satisfaction and pleasure in their new mode of life; others find only over-work and fatigue.

What are communities going to do for children of working mothers, whatever age they may be? If delinquency, already on the increase, is to be checked and the physical and mental health of parents and their children is to be maintained, local communities must act soon. We must not overlook the fact that it is an extremely hard job for even the most capable woman to be a good worker and a good mother. The working mother is practically always an over-worked person. Today she is more over-worked than she was previously. The chances are that she is working longer and harder at the office or factory. She is very

likely spending more time in commuting from home to work. She is having greater difficulty in shopping and purchasing foods. She is facing shortages in services for the home. She is often struggling to make a home out of cramped and unsuitable quarters. Can she work, maintain a home, and simultaneously be wife and mother?

Working mothers, fathers, and communities are turning and will turn more and more to the schools for help with the problem of adequate care and protection for their children. On every front there is demand for expansion of the program of the school—downward to meet the needs of younger children, outward to meet the needs of children who lack supervision after school hours and during the summer months. At the end of the war we may find that we have an entirely new conception of the role of the school, be it public or private.

While many communities are already launching or planning day-care centers for children whose mothers are working, it is obvious that these centers will not take care of all the children of working mothers. Particularly does the need exist for care for children under eighteen months or two years of age. Already many of these children are being cared for in foster homes and some communities are wisely inspecting and licensing these foster homes to safeguard the children.

As these and similar programs get under way teachers should feel that they have a real responsibility to working parents and to communities to make the knowledge which they already possess about the woman power of the nation available to those who can use it wisely. Teachers usually know what mothers might be especially qualified by training and personality to give day care to young children, or after school supervision to

older children for whom there are no other provisions. Teachers by virtue of their position should become community organizers of the woman power of the nation for projects such as these.

A second war-created problem with implications for home and school cooperation is the tremendous movements of peoples from one area to another. A recent news item tells that a shipbuilder hired twenty thousand New York City men to go to the west coast to work in his plant. Wives and children will soon join these men. This is one of hundreds of instances of large movements of people from one community to another.

Many schools are faced with previously unheard of changes in school population. Every family and every child must go through a period of adjustment following such a change. How difficult this period of adjustment will be will depend upon many factors—how much change in mode of living has accompanied the move, and the general level of adjustment of the family and of the individual. The adjustment which a family must make in moving from a rural community to a city, from a commodious residence to a cramped apartment is tremendous. The reverse is equally true. City dwellers often find rural living dull and monotonous.

Child guidance literature has overimpressed us, I believe, with the damaging effect of a change in environment upon a child. As in all things, the well-adjusted child and the well-adjusted family can usually stand the change very well. It is the child whose adjustment is precarious at best who manifests unusual behavior when he is forced to move or to make any other major adjustment. We can therefore anticipate a percentage of difficulties in adjustment among these children who move from one community to another, and in some instances the difficulties

will be severe, calling for maximum skill in working with them.

On the other hand, the program of the classroom and the lives of children and of parents may be greatly enriched by their change in environment. The children can bring to the classroom a variety of past experiences which will give vitality to the school program. How much it will mean to a homesick child to find that his teacher and his classmates are interested in hearing about the things that he did and the things which he saw "back home"! He can come to feel himself a part of the group because he has a special contribution to make.

Not only will children be homesick, but parents also will be homesick. They, too, will miss familiar people and familiar places. Their upset will of course be reflected, as are all upsets of parents, in the child. The strategic people for the teacher to work with in many instances will be the parents. Often the school will be the first outside agency that the parents will contact upon coming to a new community. It will be extremely helpful to them to have the teacher's help in contacting parents' groups or other groups in which they might be interested. Again cooperation between parents and teachers is necessary if children are to bridge successfully the gap between the old home and the new home, between the old school and the new.

A third problem—the darkest of all—is father's absence from home or the fear that he may be called upon to leave home. Home for a child in which there is no father is not a complete home. This fact is inescapable and should be faced squarely. Our problem is not helped if we try to fool ourselves into believing that a good mother can successfully be both mother and father. Children who are separated from their father for

any length of time miss out on a contact that is irreplaceable.

However, while mother cannot be both mother and father, the way in which she reacts to father's absence is vitally important in determining the children's response. If she becomes blue and despondent and allows the household routine to disintegrate and the home to become a drab place where there are no more parties and no more fun, the children will suffer seriously. If, on the other hand, mother retains her contacts with friends and continues with her former outside interests, if she remains cheerful, if there is still fun and laughter about the house, the children will suffer less.

To do this will be difficult. Especially will it be difficult for the mothers of young children who are more restricted in the possibilities for outside contacts. Without the comforting routine of father's comings and goings their life can become singularly lonely. To have only the continual company of young children, no matter how charming and how loved they may be, is fatiguing beyond compare. Always the task of bringing up youngsters seems surprisingly more difficult when there is no father around to share the problems, and no father to give a helping hand when it is needed. Small problems become magnified when there is no one with whom to talk them over.

During the course of this war we may find it necessary to provide not only care for children of working mothers but also for the children of mothers who should have some time for recreation and participation in volunteer activities. It is interesting to consider how current educational methods might be adapted in centers where the population of preschool children would thus be more casual and fluctuating. But most of all it is a pleasure to contemplate what it will

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mean in preserving the morale of mothers of young children, if they are to be separated from their husbands, for them to have some means available of securing skilled care for their children for a few hours each week.

The war has intensified feelings of insecurity among both children and adults. Adults are fearful and uncertain about the future; they are harassed, worried, and perplexed. Children, even very young children, sense and reflect these attitudes of parents more quickly than we think. Their worry and anxiety may be increased by the three factors we have described: a change in their environment, separation from mother who goes to work, and the absence of father. Outside the home the teacher is the first person and the logical person to help them stand against these shocks.

Dorothy Baruch has written of improvements in the behavior of children resulting in large measure from a conscious effort on the part of the teacher to establish a strong personal relationship between herself and the child.¹ She becomes the school mother. While the intensive therapeutic work carried on in the school described by Mrs. Baruch could not be undertaken in many schools, it is possible for the teacher to establish a close relationship with her pupils and particularly with those whom she knows to be in need of affection. Without it they may be unable to progress in their school work and may sooner or later show other symptoms of disturbed behavior.

It often takes very little to establish

and hold a relationship with a child that will have great value to him. One adult says that the greatest kindness ever shown to him was the kindness of his second grade teacher who walked home with him a couple of days after his mother had died. A special greeting in the morning, a chance to work with the teacher for a few minutes after school on a special project, a short visit to the child's home to see a pet or other prized possession—these are simple things that cement the relationship between teacher and child. And this relationship can do much to alleviate anxiety and insecurity.

Many specific problems might be enumerated—problems created or intensified because of the war. Difficult and ominous though these problems may be, suffering and disaster draw human beings closer together. Suffering causes us to reach out to others for help and prompts us in turn to offer help to others. The war is teaching us as a nation and as individuals the joys and the values of cooperation. It is both natural and encouraging that it is to the schools that parents are turning for help, and particularly for help with the children. As is always true of parents they will come wanting help on one hand, yet fearful of it on the other lest some of their special prerogatives as parents be taken away from them as the help is given. A firm foundation of cooperation between home and school, between parents and teachers, is vitally necessary if our families are to endure the added problems that are now theirs and those that lie ahead. In giving this help wisely and appropriately schools and teachers are challenged as they have never been challenged before.

¹"Therapeutic Procedures as Part of the Educative Process." By Dorothy W. Baruch. *Journal of Consulting Psychology*, 1940. Vol. 4, no. 5.

TO SETTLE PEACEFULLY CONFLICTS OF INTEREST that might be fought to the death is civilization; to do it gracefully on the basis of equality is democracy; to do it with good humor and with mutual regard is magnanimity.—T. V. Smith.

Guidance of Children in Wartime

What kind of guidance can we give boys and girls today that will carry them safely through the war years and fit them to make the peace which will follow? Miss Kawin, lecturer in education at the University of Chicago and counsellor in guidance for the public schools of Glencoe and of Western Springs, Illinois, outlines a six-point program in answer to this question.

OUR CHILDREN live in a nation at war. This is a *total* war; that means it is a people's war. Other wars have been fought by armies and navies, soldiers and sailors, but this is a war of the people, by the people, for the people. And we—the people—must win it or human freedom and happiness will perish from the earth in our time. Total war reaches out into every home and every school in the land. It touches every man, woman, and child. The most important of all the critical conservation problems of this war is the conservation of the children and the youth group of our nation. The post-war world—that bright new world of tomorrow for which we fight—will depend upon how we guard and guide our children "for the duration."

We naturally turn to British experiences to see what we can learn from them. Four outstanding facts impress those who review what happened in England. First, the greatest dangers, aside from the physical, lie in the loss of "security" due to disturbance and disorganization of family life, and in the increase of delinquency

and crime among the younger generation. Second, the most disturbed youngsters, in terms of age groups, are those of preschool and adolescent age. Boys and girls of elementary-school age also need wise guidance but are more likely to take their war experiences "in their stride." They are not so helpless as preschool youngsters nor so immediately threatened as adolescents. A third fact is that children who in normal times have tended to be disturbed or maladjusted are the ones most likely to be upset by the war. The fourth and perhaps most outstanding lesson is the need to *plan ahead* for the care and protection of children.

None of these findings will be surprising to those who know children. They are, in fact, what most of us would expect, and our experiences here have already begun to reveal them as characteristic of the American scene, also.

No child can remain unaware of war today. From the five-year-old whose mother heard him pray as he was going to bed, "Dear God, Jesus Christ of America, please buy defense bonds," to the high-school boy who wants to leave school to enlist—the children of America are alert and responsive, in one way or another, to the war situation. How can we guard them and guide them through these potentially devastating experiences, to minimize destructive and emphasize constructive effects? That is the challenge to us adults—parents, teachers, and others responsible for the guidance of boys and girls. I am going to suggest a six-point program for meeting this challenge.

The Children Can Take It

First, we must constantly remind ourselves that the attitudes and reactions of children depend upon us. In other words, "They can take it if we can." This applies especially to parents and teachers to whom boys and girls naturally look for guidance. The psychological defense of our children depends upon the examples we set them, the security we help them to feel, and the understanding we give them at home and in school. If they see us tense, nervous, and fearful, upset by defeat, and apprehensive and pessimistic about the future, they are likely to show similar behavior. If they find us poised, calm, courageous, able to rise above temporary defeat because we are determined and optimistic regarding ultimate victory, they will reflect those attitudes. If they feel that we are prepared to meet whatever comes, they, too, will develop confidence in their ability to face an unknown future.

Especially upsetting to children and young people is the apparent break-down of standards they have been taught as socially desirable. We have always tried to teach them deeply to respect the sacredness of life, the value of property, and lawful and orderly patterns of living. Now we—the whole adult world—*seem* to be repudiating those values. All the nations appear to be engaged in a gigantic struggle to see which can kill the greatest number of people and destroy the largest amount of property. To youth, this is an amazing and bewildering spectacle which undermines their confidence in our whole system of values; it threatens the entire code of right and wrong which they have, after considerable resistance in early childhood, gradually accepted from us. They are inevitably confused, bewildered.

We must make our position in regard to this apparent anomaly clear to boys and girls. We must help children of all

ages to understand by careful example and explanation that we *do* deeply respect the sacredness of life, the value of property, and lawful, orderly patterns of living. We should emphasize the fact that we believe men *must* learn to settle their disputes without destruction of these precious things. When these are attacked or threatened we must defend them; therefore we now fight. But we are also fighting and working for a world order in which life will be regarded as sacred to all men, by all men—a world in which property rights will be respected and life can proceed in lawful and orderly manner.

Since we are now a fighting world, we must expect children today to play at war and war games, because children in many of their play activities naturally imitate the adult world about them. It is futile to try to prevent such war play activities, but we can and should encourage other, more constructive forms of play through the play materials and equipment we provide for youngsters.

Business as Usual for the Children

Second, we must help children to live as normal and wholesome a life as possible. "Business as usual" cannot apply to *adults* in wartime, but it does apply for children. Even most primitive societies recognize the natural right of childhood to shelter and protection until strength of body and mental maturity have made the individual competent to stand alone. "Business as usual" for children means homes in which they *feel secure*, schools in which they *learn in freedom and happiness*, and communities which provide ample opportunities for *wholesome play and recreation*. The experiences which in normal times are considered desirable for children should actually be emphasized and extended, if possible, for the duration.

The only security that the young child

knows comes from the protection afforded him by the grown-ups in his life. Parents should be closer than usual to their children. When fathers or mothers must be out of the home, other adults whom the child can trust and in whom he feels confidence should be available as substitutes.

Taking Care of Emotional Disturbances

Third, we must be prepared to meet unusual emotional needs in children during wartime. Anxiety and fear are normal and inevitable in a world afire; they are nothing to be ashamed of. But wise guidance will help to dispel anxieties that are upsetting and to eliminate fears which are psychologically destructive to children. The serious threats to the emotional stability of children come from five major sources: (1) disorganization of family life; (2) association with jittery, anxious adults; (3) confusion about the war and the apparent disregard of values formerly emphasized; (4) lack of participation resulting in a feeling of being "left out"; (5) emotion-arousing events.

Parents and teachers—in fact, all who deal with children—should be constantly on the alert for possible symptoms of anxiety. Homes and schools should keep in especially close contact with each other so that both will know when a child is emotionally disturbed. Teachers should know when emotion-arousing events occur—when a father or older brother goes into the armed forces, when a father leaves home for a defense job, when a mother goes out to work, or when a family is pulled up by the roots to move into a defense area.

Behavior symptoms of emotional disturbance may be restlessness, inability to sit still, nail-biting or other nervous habits, poor appetite, or disturbed sleep. A child may lose interest in activities he formerly enjoyed, or he may have marked

difficulty in concentrating on school lessons. These are only a few of the ways in which boys and girls may reveal emotional disturbance due to some war situation. It is important that a child should not be punished for behavior caused by anxiety; what he needs is understanding, increased security, and special help.

It would be helpful in this crisis if scientific knowledge concerning emotions, especially fear, were greater than it is. However, research studies have indicated certain facts which may be helpful guides to us in meeting emotional problems. First, there is the fact that *strong and continuous* emotions appear to be detrimental to children. Also, studies of children's fears seem to indicate that, in general, the most important aids in overcoming fear are the knowledge and skills with which to combat threatening dangers, and provision of opportunities for active and successful encounters with the thing feared.

Since emotions which occur too frequently or last too long appear to be disintegrating in their effects on personality, we should make every effort to keep children from constantly thinking and talking about the war. They should not be too frequently exposed to exciting radio programs. Their questions about the war should be answered, honestly and at the level of their own understanding, but if we continue the usual wholesome home, school, and recreational programs which meet their interests in times of normal living, children will not become overly engrossed with the war.

Since preparation to meet danger is helpful in avoiding and overcoming fears, we must prepare children for dangers which they are likely to encounter. In doing this we must be careful not to make them afraid of what lies ahead, but to help them feel that they are prepared to meet danger, if and when it comes. Air-

raid drills and black-out practice are important in giving children a chance to learn how to meet such situations in advance of actual danger. Each child should know *what to do* to meet possible emergencies. Vague fears of the unknown and unpredictable are very disturbing. Frank facing of dangers and the knowledge that those he trusts are courageously and confidently preparing to face those dangers with him will reassure the child. When we have prepared children for defense against dangers, they should be encouraged to go about their daily activities as normally and naturally as possible, forgetting the dangers until they occur.

The other great emotional problem engendered by the war is *hatred*. Around the issue of whether or not we must hate our enemies to win the war, much controversy seems to have developed. Without attempting to discuss that issue, it seems clear that *children* should not be encouraged to hate persons of any particular national, religious, or racial group; to do so is a violation of fundamental moral, ethical, and religious principles. It also violates one of the basic tenets of the democratic philosophy we are fighting to defend. Since strong and continuous emotions are bad for mental health, boys and girls should not be continuously stimulated to strong antipathies and bitter hatreds.

It seems clear that we all must hate the ruthlessness, the violence, the cruelty, the intolerance, and the injustice which threaten to destroy the civilization man has struggled through the ages to establish. These are the real enemies that must be eliminated. It is not because they are Germans, Italians, or Japanese that we fight the Axis peoples. It is because they are attempting by force and violence to impose upon an unwilling world a philosophy and a way of life which deny and

would destroy all the values we believe make life worth living.

The best method of avoiding the development of destructive emotions of hatred and intolerance is to develop constructive understandings and attitudes. If children understand war issues and the reasons why we had to fight; if they clearly see what we are fighting for, they will develop positive emotions of devotion and loyalty to the principles and issues—to the way of life—for which we struggle. Devotion to the cause of creating a better world for mankind, with a share in practical programs for action to achieve such a better social order, can furnish constructive outlets for emotions which are inevitably aroused in a crisis such as this. If we could learn to keep the fires of true loyalties always burning, we would not have to resort to the whip-lash of hatred.

The enduring peace for which we struggle, the better world for which we carry on this whole, hideous war *cannot be built upon foundations of hatred and intolerance*. It is the youth of today that will have to build that enduring peace; it is the children of today who will have to maintain it as adults in the world of tomorrow. That is perhaps the most important reason of all for discouraging hatreds in children!

Providing Intelligent Participation

Fourth in our six-point program is the fact that we should help every boy and girl above the toddler stage to find some participation in the war effort. Each child's participation should, of course, be appropriate to his age and his abilities, but there is some service, however small and simple it may be, which every child can perform as his contribution to victory. It will help children to see the value of individual effort and the necessity for personal sacrifice. But beyond these there are in such

participation psychological values for the child's own personality development and mental health. He gets a feeling of personal status, of his own worth; he senses the importance of his own responsibilities. He finds in such activities release from tensions and wholesome outlets for the emotions which war inevitably arouses. Participation is also valuable in helping each child to a sense of sharing, cooperation, solidarity; he feels himself a functioning part of a great nation—one individual among many striving for a common goal.

Nor should we fail to recognize the actual value of such contributions to the war effort. Reports from England tell us that there are almost as many boys, girls, and young people contributing to the war effort as there are men in the armed forces. In the United States there are about forty million youth under eighteen years of age and nearly thirty million of school age. With constructive guidance this vast army of young helpers can do a lot toward winning the victory!

Helping Children to Understand the War

Fifth, the war should be interpreted to each child at the level of his own understanding. This point presents a great challenge to parents and teachers because they must know what capacity children have for understanding the causes of the war and the reasons by which we justify our fighting. *What* children are capable of understanding varies, of course, with age; there are also individual differences in mental maturity among children of the same age. Therefore, in trying to help boys and girls to understand the war, we must be guided to a very great extent by the questions which they themselves ask. We must not tell them more than they can comprehend; that confuses them and makes them apprehensive.

For most very young children—perhaps

up to six or seven years of age—the simplest possible explanation of the war will suffice. If such a young child asks why we are fighting this war we may say, "We were attacked at Pearl Harbor and—as you know—when someone is attacked he must defend himself." Such an explanation would, of course, be over-simplified for most children who have had several years of school experience. Up to the age of eleven or twelve, however, such abstract explanations as "we fight for freedom" have little meaning for a child. In fact, children under that age are themselves ready for only a limited amount of freedom and need some authoritative adult to guide or direct them in many situations.

To interpret at the level of the children's understanding we must keep in mind the range of their experience. From their experiences at school, children can understand that people have to have "rules" so that they can get along together. These rules must be based on consideration of the rights of every member of the group. They can realize that ways of settling disputes must be provided. They can thus begin to grasp very simple conceptions of methods of government which provide for laws and their enforcement. They can even understand that until all the nations of the world have international laws and ways of enforcing them, wars are likely to occur. They can then begin to understand some of the fundamental issues on which the Axis Nations and the United Nations are fighting this war. As boys and girls grow older they can gradually comprehend more and more of the complex international relationships and interactions which have been making this war inevitable ever since the first world war ended in 1918.

It is also vitally important that children and youth understand clearly what is meant by "the democratic way of life"

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which we claim to be defending. They must *see us living* in accordance with democratic principles and they must grow up in homes and schools in which they themselves learn to function in the democratic way of life.

Planning for the Peace

The sixth and last point in our program for meeting the wartime needs of children is that present-day youth must be educated for the great task of post-war reconstruction so that victorious democracies may also win the peace. We know now that we really lost the last war, even though we had won it on the battlefields, because we failed to win the peace. There is a growing determination among the United Nations that we will not lose the peace this time!

Space precludes the possibility of discussing methods by which we can help youth to avert tragic repetition of the mistakes of their predecessors. But one thing stands out clearly—the fact that we failed in the great task that faced the world between 1918 and 1938 does not justify a defeatist position today! We live in a world of constant change. As long as there is life and freedom there will be differences, conflicts, and frictions among

people and among nations. We cannot expect to reach final solutions that will remain fixed in regard to personal, family, community, national, or international problems. No sooner have we settled one set of problems than another set arises; that is in the nature of a changing and growing universe. The fact that we live in a changing world should not dismay us. We should see in that eternal change opportunities for adventure, for growth, for betterment! Our task is to see that the conflicts which arise with change are settled by peaceful means, and in directions which represent greater life satisfactions for increasing numbers of men, women, and children the world over.

The challenge of post-war reconstruction, the magnitude of the tasks involved, should not overwhelm us. Our young people must not feel that we are either fearful or discouraged. Despite the horror of this war, *we are living in a period that offers unprecedented challenges and opportunities for pioneering in the development of better relations between all human beings and all nations.* It is our obligation to stand side by side with youth to meet these challenges; it is our privilege to work side by side with youth to make a better world for all mankind!

What Is Freedom?

FREEDOM IS A MAN LIFTING A GATE LATCH at dusk and sitting for a while on the porch, smoking his pipe before he goes to bed. It is the violence of an argument outside an election poll; it is the righteous anger of the pulpits. It is the warm laughter of a girl on a park bench. It is the rush of a train over the continent and the unafraid faces of people looking out the windows. It is all the howdys in the world and all the hellos. It is Dorothy Thompson asking for war; it is Gen. Hugh S. Johnson asking her to keep quiet. It is you trying to remember the words of the Star-Spangled Banner. It is the sea breaking on wide sands somewhere, and the shoulders of a mountain supporting the sky. It is the air you fill your lungs with and the dirt that is your garden. It is a man cursing all cops. It is the absence of apprehension at the sound of approaching footsteps outside your closed door. It is your hot resentment of intrigue, the tilt of your chin, and the tightening of your lips sometimes. It is all the things you do and want to keep on doing. It is all the things you feel and cannot help feeling. Freedom—it is you.—Dr. Peter Marshall, pastor of the New York Avenue Presbyterian Church.

How England Cares for Children of Women War Workers

England has found it necessary to provide several different kinds of services for its children, which are very suggestive to America as we plan adequate care for children here. Mr. Davies, director of education for the borough of Willesden, describes England's services for children under five and those of school age.

THE CARE OF CHILDREN of women war workers is receiving such serious attention at the present time in the United States that a clear statement of the steps taken in Britain to meet this demand might be of some value. In order to understand the steps taken, they should be considered under two headings: children under five, and children of school age.

Children Under Five

Private Arrangements. In this instance the government expressed the hope that many of the women concerned would be able to make their own arrangements with friends and relatives for the care of their children. Where this could not be done, the Maternity and Child Welfare Authority should do its utmost to secure suitable arrangements. It should be stated here that this is a local government authority popularly elected. They were asked to ascertain both by press, radio, and poster advertising and house-to-house canvass by health visitors: (a) women who were willing to work, but were unable to do so because they had children under five.

(b) women who were willing to undertake the care of children whose mothers are at work.

When names came in the Authority, by means of their health visitors or voluntary workers, should put members of the two groups in touch with each other, and should help in making friendly arrangements between the working mothers and volunteer housewives. The authorities should satisfy themselves beforehand that the conditions for the care of the child are satisfactory. Health visitors, whose general duty it is to be in contact with young children, should have particularly in mind the children of mothers who are at work, who are being cared for outside their own homes. Contact of this kind is appreciated both by the mothers and the volunteer housewives. Where the facilities are very good the volunteer housewife could take up to four children but this number should not be exceeded.

Nursery Units. These units have been set up in large and medium-sized houses in the reception areas. The host has been asked to take in groups of from four to twelve children depending on the size of the house. These units are for children from the target areas whose mothers cannot accompany them. The Ministry of Health and the Maternity and Child Welfare Authority supply equipment and paid helpers—one for every four children, and the hostess is expected to help with the washing and mending. No cost falls on the Maternity and Child Welfare Authority.

Residential Nurseries. There are now five hundred residential nurseries housed in the big country houses of Britain. The nucleus was formed by the one hundred and sixty-six day nurseries and residential homes affiliated with the National Society of Day Nurseries and the various nursery schools, which were evacuated *in toto* at the commencement of the war. Few if any of these children returned and they have been kept up to strength by fresh entrants from the evacuation areas. Many more country houses have been taken over for the same purpose and many more are being added monthly. The children are most carefully selected, generally by a panel of social workers, on grounds that make it desirable or even essential that the child should be admitted. Typical cases are the mother an invalid and the father in the services, the mother a widow in the auxiliary fighting services, and so on. These nurseries are staffed by a matron (certified nurse), domestic staff, and teachers and nursery assistants. The Ministry of Health is responsible for their administration.

Colonies Sponsored by the Foster Parents Plan for War Children. These colonies are run on similar lines to the residential nurseries, but cater very largely to the maladjusted child, and the child who is suffering nervously as the result of war conditions. Most of the children are the "bombed out" and many are war orphans. The colonies are largely supported by generous contributions from the United States.

Non-Residential War Time Nurseries. The war time nurseries cater to all children from a few weeks old to five years, and are sponsored by the Ministry of Health and administered by the local Maternity and Child Welfare Authority. The whole cost is borne by the government. The person in charge is a matron (certified nurse) with an appropriate

nursing and domestic staff, with teachers visiting during school hours to deal with children of two to five. A convenient number of children is forty or the number can be increased to sixty if the premises are suitable. In addition to the matron there should be a nurse with similar qualifications to deputize for the matron in her absence. The total staff should be in the ratio of one to every five children and should be drawn from any or all the following: nursery trained assistants; members of the Child Care Reserve; probationary school leaves of sixteen to eighteen; voluntary helpers whole time or part time. These nurseries open daily at 6:30 a.m. and close at 7:00 p.m.; many, however, are open all night to cater to women who are working on night shifts. In these wartime nurseries mothers generally pay one shilling per day, which includes all meals. By the end of March, 1942, four hundred three war-time nurseries had been established; five hundred and fifteen more had been approved and are now probably established, and proposals for another two hundred and eighty-seven were under consideration.

The Nursery Schools are only for children of two to five, and are under the administration of the local education authority. They are in charge of a teacher who is assisted by other teachers if the numbers warrant it, nursery assistants, and a domestic staff. The hours are approximately those of normal school hours but meals are served and similar provision made as for the school children of women war workers (see below). Staffing, say for a nursery school of one hundred twenty children, would consist of a superintendent, four teachers, four nursery assistants, cook and assistant cook, a laundress plus a janitor. Fifty per cent only of the cost is met by the government; the rest is met by the local education author-

ity. Payment is made by mothers generally for the cost of food only.

Nursery Classes. These classes are attached to a public elementary school under the supervision of the principal of the infant school. Classes generally consist of twenty-five to thirty children and are staffed by a nursery trained teacher, plus a nursery assistant. Formerly the nursery classes frequently only supplied milk or cocoa, fruit, biscuits about 10:30 in the morning, and admitted only children of three to five. Now all meals are served (see below) and children can be admitted from the age of two upwards. The same provision is made for these classes as for the nursery schools in the way of accommodation, equipment, bedding, and nearly all have gardens and sand pits in which to play.

Children Over Five or of Obligatory School Age

Since the commencement of the rationing of food in Britain, the government has urged local education authorities to extend their provision of meal facilities. Many schools before the war provided a mid-day hot meal for all children, but most schools only made this provision for the necessitous children. The local education authorities responded magnificently, setting up kitchen facilities in the schools or establishing central kitchens from which food could be taken to the school in containers. The provision is such at the present time that practically all children who want the meal can have it.

But it was realized that in the case of the children of the women war workers, the provision of a mid-day meal only was not sufficient. Authorities now provide a breakfast in the morning, a mid-day meal, and tea in the evening to children of women war workers. This necessitated not

only the supervision of children before school hours in the morning but also in the evening up to 7:00 p.m. The authorities were asked to approach women's organizations and the local youth committees to find people able and willing to undertake this work for a few hours each morning and evening.

The writer's own experience in connection with the feeding and the provision of play centers for the school children of women war workers is as follows: Few children take advantage of the provision for breakfast in the morning, as mothers do not wish to wake children too early and generally provide breakfast in the home. Consequently, such supervision as may be necessary is provided by the domestic staff of the school.

Mid-day supervision is carried out by the teachers as part of their official duties, and it has been found extremely desirable for the evening supervision to be carried out by the teachers themselves, rather than by amateurs. Since all the children are not children of women war workers, and since many of the older children have home and other duties to perform in the evening, it has not been found necessary for teachers to do this work for more than one or two evenings a week. Generally neighbouring schools when possible have been grouped together to form a large play center, and to make as economic use of the staff as circumstances will permit. For this evening work the teachers are remunerated at rates ranging from two to three dollars per evening.

Children of women war workers pay for the net cost of food only, and no fee is charged for play center activities. The government through the board of education pays seventy-five per cent of expense incurred by the local education authority for the provision of meals.



London Children and a Wartime Day Nursery

By HELEN L. BECK

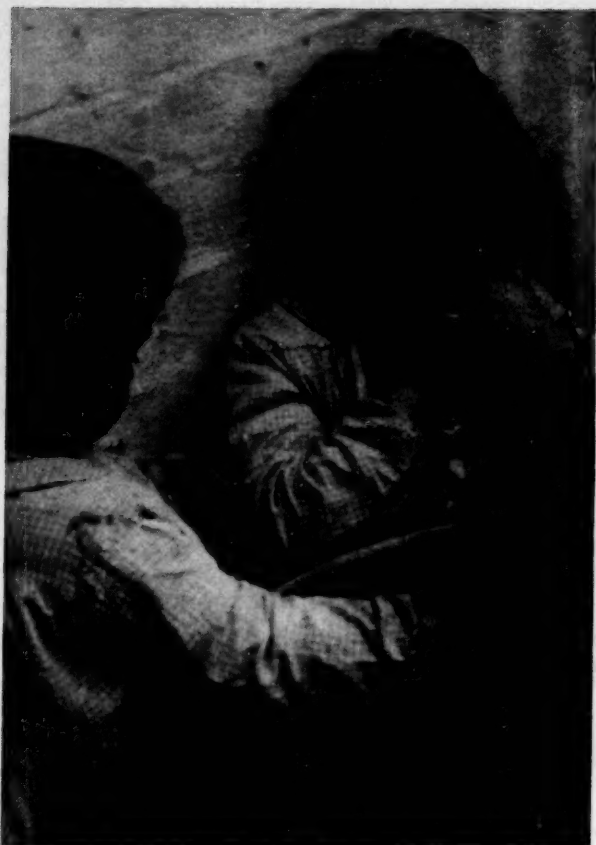
How a London settlement house without benefit of money or adequate personnel became a day nursery and contributed to the protection and growth of the children in the neighborhood is told by Miss Beck, who is teaching at the Princeton Nursery School, Princeton, New Jersey.

LONDON BEGAN TOTAL EVACUATION of its children a week before the outbreak of war, but by the time war was declared many of the evacuees were back in the city. The youngest ones grew desperately homesick, their parents worried about them, and the foster parents felt bewildered and helpless, too. Two children who later joined our nursery came back because their father, used to a houseful of children, could not stand the emptiness and wanted at least the two youngest ones at home.

The older children from private schools who moved out with their teachers and friends were content to remain.

The streets of London were more dangerous than usual, however. The schools were closed and mothers were likely to go off to work. Something had to be done. A settlement in one of the poorest parts of London opened its doors one day early in September, 1939. The director had not yet decided what could be done, but he knew that at least play space could be provided. Twelve children came in the first day, a few more the next, and by the end of the week there were forty. Soon the attendance was a hundred children a day. Most of the time there was only the settlement director, a woman physician, and myself to take care of these hundred children who ranged in age from seven months to fourteen years.

There was no money, we had no toys, we had not even chairs enough. There was a slide in the yard and a jumping rope; there were a



Tomy

few benches and tables inside. Little by little we got paints, crayons, wood and cane, a few scissors, some books that were in constant danger of being torn in the turmoil, and some toys for the little children. We had to keep an eye on these toys for the children constantly tried to take them home. They were such fascinating and wonderful things!

Slowly we managed to interest the children in simple shop work, for if they were not to become quite wild from lack of care and discipline, they must be provided with more than shelter.

The big mixed group was not satisfactory. We formed one group for the older children, and one for the children under seven. So began our day nursery.

The building was old and dirty, so we painted the walls a light color. The few pieces of furniture were painted a bright blue which made the once gloomy rooms look bright and friendly. We found some cheap, gay material

for overalls for the children and found volunteers to sew them. The children themselves added a gay note. A closed nursery school sent us tables, chairs, and toys. Those things had already seen hard use, and again we spent long afternoons painting. Another school which moved to the country gave us cots. A few flowers, some nice postcards, and later the children's own paintings finished the picture. The drab and neglected place now had a really warm and inviting atmosphere.

Slowly we started to function as a real nursery. I say slowly because there were still many obstacles. One obstacle, and a pretty stiff one, was the attitude of the older sisters and brothers. My suggestion that they play their own games and let their little charges enjoy themselves independently met with the greatest antagonism. This new idea that the babies should have their own group, that they should be left even if they were crying and that they should play by themselves, seemed monstrous. The older children had tears in their eyes when I urged them to leave, and when a baby cried it was snatched from my arms and carried away.

To make the separation gradual and casual for everyone I invited an older sister or brother to stay on with the younger child for the first hard days. Since I was short on help anyhow, I assigned jobs to the older children. They washed and changed the younger ones, fixed their hair, and helped me to clear the room. These jobs gave them an excuse to linger for some time and gave me opportunities to point out when they were expected to go.

Another great difficulty was the use of the potty. All the two-year-old children wet constantly, but the mere attempt to change them caused violent tears. For weeks I could not get a single child to use the pot. I concluded that they were not only quite untrained, but unused even to being changed. I had to go slowly to allow for the strangeness of the situation. Success in my effort always came as a complete surprise, after a long and cautious and seemingly hopeless campaign.

The Story of Tomy

As an illustration of the problem that confronted me I should like to tell the story of

Tomy. Tomy was two and I had known him since the days of our big play group. He used to come with two brothers, Jackie who was twelve, and Charlie who was six. Tomy sat up straight in his very dirty baby carriage, his ash-colored face very grave and started to cry whenever an adult looked at him. He hardly ever left his carriage and never played.

His brother, Charlie, a dull but very sweet boy, was one of our first nursery pupils. One day when Charlie's mother came along with Tomy on her arm, I invited her in so that Tomy could see the place and get acquainted with the other children and me. Tomy sat on his mother's arm as stiff as a doll while she explained to me that he had been in the hospital with heart trouble, that he hardly ever talked to her though he did to his brothers, and that he was as quiet at home as he was at the nursery.

The mother gained confidence as she watched us functioning, and a few days later she sent Tomy along with his brother. He cried and stayed close to Charlie, never playing. Soon after, Charlie's school reopened and he came only in the afternoons. One morning Tomy's mother walked in unexpectedly, handed me the crying child and walked out. Tomy sobbed silently and desperately. He was rigid in my arms, so I put him down next to the toy shelf. There he stood for twenty minutes without moving, only bursting out with fresh sobs when I tried to offer him toys or comfort. After a time he shyly started handling a toy next to him. I pushed a chair towards him as I thought he must be dead-tired, but during the whole day I avoided him for fear of new outbursts. After an hour or so he moved slowly to the table next to him, carrying a toy. He did not talk and he would not eat.

The next day he was somewhat calmer though he again cried and refused to be talked to. Gradually the spells during which he stood motionless after being put down decreased. In the afternoons, when Charlie was in the nursery, life seemed much easier for him. He still was quiet and very reluctant in his play, but did not cling so hard to Charlie. Once he fell off a chair and, crying, put his arm around an older child for comfort, but he did not turn to me.

This reserve was shown by most of the children over a long period. They seemed never to

have known a grown-up who had time to comfort them. When I picked Tomy up for any reason he still grew rigid. Once when he had bumped his head and my helper took him on her lap to apply a cold compress, he stopped crying and lay motionless like a terribly sick child. In general he looked very sick and moved without any vitality. And then one day, when his mother had brought him and stopped in the doorway to speak to me, he pulled his brother, Charlie, by the hand and yelled as I had never before heard him, "Come on, Charlie." He raced into the room and rushed over to a table where I had prepared flour and water for mixing dough. The children loved this activity but Tomy had never been near it before. Now he poured the flour in the water, started stirring it violently, poured more water, splashing it all over himself and on the floor. He did not care; this was a real outburst. After about fifteen minutes he allowed himself to be washed, quite grateful to be clean again.

The ice was broken; he started talking in an audible voice and went out in the yard with the others. One day, when he climbed up on the slide he called me loudly by name, his little face aglow, and waved his hand at me. This was the first time he had called me and drew me into a game. I called back and waved and he enjoyed that game for a very long time.

I have told this one child's story because it gives such a good picture of the situation in general. It always seemed as if there were no place to catch hold of these children's confidence, until suddenly the situation would change completely. I had the same experience over and over again, especially when I tried to introduce something new, such as taking a bath or trying new playing materials or games. (Like the older children these younger ones drifted around aimlessly much more than is usual for children of the same age, and it took unusual efforts to interest them in new activities.) I used to make a suggestion, and if I got no response I would drop it and bring it up again later. The second time the idea was not quite so new and the response was better. That the children liked to come to school and felt friendly towards me I learned indirectly, and by the comments of the few mothers who came to the nursery. It was weeks before the children showed their feelings openly.

Federal Programs for Children

What America is doing and can do to provide for its children in wartime is described here in statements from three government agencies: The Office of Defense Health and Welfare Services, The Federal Works Agency, and The U. S. Office of Education. Mr. Brunot is director, Day-Care Section of the Office of Defense Health and Welfare Services; Mrs. Kerr is assistant to the administrator, Federal Works Agency; Miss Goodykoontz is assistant commissioner, U. S. Office of Education. "Childhood Education" will publish in subsequent issues statements from the U. S. Children's Bureau and descriptions of various state and local programs as they get under way.

Services for Children of Working Mothers and Their Relation to Manpower

By JAMES BRUNOT

YOU WHO ARE ON THE FIRING LINE in the states and local communities doubtless know the serious economic, social, and personal dislocations which have taken place in our country because of the war. The growth of boomtowns, the shifting of population from one area to another, the development of trailer camps, priority unemployment, these and other things you know only too well. You are aware particularly that in many communities school facilities have been inadequate, schools have had to run double shifts, teachers have been leaving their positions to accept jobs in war industries; in short, the school faces a large number of serious problems. One of these problems, effected by the necessary increase in the employment of women, is the need for services for children of working mothers.

It is inevitable that women are going to enter industry in increasing numbers. In many defense areas, women already constitute a large portion of the labor force. In such areas steps must be taken by the community to provide care for their children. At the same time we must remember that unless it is absolutely necessary, the mothers of young children should not be called on for work outside the home. A recent statement of the War Manpower Commission makes Federal policy on this point clear. It states in part:

"The first responsibility of women with young children, in war as in peace, is to give suitable care in their own homes to their children. In order that established family life may not be unnecessarily disrupted, special efforts to secure the employment in industry of women with young children should be deferred until full use has been made of all other sources of labor supply."

The demands of our Victory program will result in the utilization of women in this country on as great a scale as in Great Britain. In areas where labor shortages exist and where it is practically impossible to bring into the area additional labor supply because of the lack of transportation, housing, and other facilities, the Victory program will demand the utilization of a considerable proportion of the local women.

Development of Local Programs

It is unnecessary to discuss with teachers the serious problems that arise when mothers go to work. These problems come before you in your daily tasks. It is our firm conviction that a properly organized program of services for children of working mothers must be planned in each local community where women are employed and that the most effective planning and promotional body is a community committee on services for children of working mothers.

The membership of this committee, which advisedly will be a committee of the local de-

fense council, should include representatives of the local departments of education, welfare and health, the WPA, the employment service, and depending on the local situation, the local housing agency, the recreation authority, as well as representatives of privately supported health, welfare and recreation agencies, employers, unions, citizens' organizations, churches, and other agencies and organizations. If the local committee is too large it may require an executive committee to serve as a working group.

The first step to be taken by the local child care committee in planning an over-all community program must be a survey of need for services to provide care for the children of women employed or to be employed in local industry. Concurrent with this survey should be a study of existing child care facilities. This will form the basis of an estimate of how much expansion and development of new facilities will be necessary.

The second step in developing a properly planned local program is the allocation, made jointly by the committee and the agencies concerned, to public and private agencies and organizations of responsibility for the various phases of the child care program. A well-rounded community program will include a number of types of services for children of working mothers. These services may be divided into two general groups: (1) care in private homes—foster family day care, block mothers, and home-maker services; (2) care in groups—nursery schools and child care centers, supervision before and after school hours, vacation and day camps, recreation activities and other related services. One of the best ways for the committee to find out what sort of facilities are needed and wanted, and how to adapt the type of care to the individual needs of mothers is through the establishment of a counselling service. Such a service should offer mothers who are working or planning to go to work the assistance of a trained person or persons to help them decide whether or not they should go to work and how to provide care for their children. The actual location and staffing of this service may vary. It may be located in some convenient place like the local war information center, U. S. employment service office, or elsewhere. The important point is that it must be easily accessible and competently staffed. From mothers using this counselling service, the local committee and the local agencies will get an idea of the changing needs

for services to protect the health and welfare of children and to facilitate the employment of women.

The third step involves the formulation of program standards which will insure the availability of the best possible education, health, welfare, and related services.

The fourth step is the determination of the methods for financing the needed child care services. In many instances the fees or contributions of the mothers will be almost enough to finance completely the services offered to their children.

Many communities facing a growing need for child care facilities and services can get this far on their own. They can study the need, they can survey existing resources, they can set up a counselling service, and they can estimate how much their existing resources need to be expanded. They can provide for the expansion of some of these facilities, using both public and private funds and utilizing existing personnel. Schools have expanded their services in many communities and added before and after school programs; private day nurseries have enlarged their facilities. Most important of all, mothers who are now working have made their own plans and used their own financial resources to provide day care for their children. However, there are many communities which have neither the personnel nor the money to provide the supplementary services they know are necessary. They must turn to their states for help.

Development of State Programs

In order that state agencies can be prepared most effectively to assist localities acutely in need of services for children of working mothers it is essential that this problem be appraised on a state-wide basis and an over-all state program of child care services developed. Just as in the community, it is our belief that the most effective planning and promotional body for the development of the state program is a state committee on services for children of working mothers. The committee should be a committee of the state defense council, and should have as its members representatives of state, public and private agencies and organizations comparable to the agencies represented in the local committees. The steps in planning the state program will generally be the same as those essential to planning the local program. Incorporated with the state program should be the programs

of the localities of the state. In this manner local committees and agencies responsible for furnishing services to children of working mothers will be able to make their needs for state assistance known to state committees and agencies. The state in turn will be able to meet some of those needs and for those which it cannot, will be in a position to apply for federal assistance for furnishing some of the needed facilities and services. It is understood that the primary responsibility for the welfare of children of working mothers rests with the localities and the states and that the federal government can offer but limited assistance.

Development of a National Program

The War Manpower Commission's Directive IX provides that the Office of Defense Health and Welfare Services, under its general powers as coordinator of health and welfare activities of the federal government, should, in consultation with other departments and agencies of the federal government, promote and coordinate the development of necessary programs for the care of children of working mothers.

The Day-Care Section of the Office of Defense Health and Welfare Services is responsible for coordinating and integrating the child care programs of a number of federal agencies and for expending \$400,000 to promote and coordinate state and local programs of services for children of working mothers. Among the federal agencies cooperating with the Office of Defense Health and Welfare Services in this program are:

1. United States Office of Education which is interested in the development of all types of programs in which the schools play a part, such as nursery schools, pre-kindergarten schools, and before and after school care;

2. The Children's Bureau, U. S. Department of Labor, which is interested in the development of a variety of programs in this field, including day care centers for children of preschool age and counselling services for working mothers;

3. The Federal Works Agency which is responsible for administering the Lanham Act providing facilities and equipment for child care centers, and within which operates the Work Projects Administration which has six million dollars of its recent appropriation earmarked for nursery schools and day care centers for children of working mothers.

Through the coordination of the activities of cooperating federal agencies, we are able to offer to the nation an integrated federal program, with various parts of that program being carried on by numerous federal agencies. Through the integration of these programs the

federal government is able to offer to states and localities:

1. Work Projects Administration and Lanham Act funds to be made available through grants-in-aid to states to provide for child care facilities, and some of the essential services.

2. The Office of Defense Health and Welfare Services, Day-Care Section; the Children's Bureau, and the United States Office of Education will furnish advisory and consultative services on various aspects of the child care program.

3. The Office of Defense Health and Welfare Services, Day-Care Section; the Children's Bureau, and the Office of Education will furnish material and literature helpful to the organization, promotion, and operation of such programs.

4. A fund of \$400,000 has been made available to the Office of Defense Health and Welfare Services for administering grants-in-aid to the states through the Children's Bureau and the U. S. Office of Education to provide professional personnel for the administrative, planning and consultative services necessary in promoting, developing and coordinating state and local programs of services for children of working mothers. In accordance with the terms of the President's letter allocating this fund to the Office of Defense Health and Welfare Services, no part of this fund may be used to provide personnel, supervisory or otherwise, who will carry on the actual operation of nursery schools, before and after school services, day care centers, or other such community facilities, or to meet the cost of maintenance of day care centers, foster homes, and the like. There is, however, no requirement for matching such federal grants with state or local contributions.

Federal grants-in-aid to states from WPA and Lanham Act funds are administered by the Federal Works Agency but an agreement between this agency and the Office of Defense Health and Welfare Services provides that applications for health, educational and recreation facilities must be recommended by the Office of Defense Health and Welfare Services. Since the federal funds appropriated under the Lanham Act must also provide schools, hospitals, sanitary facilities, recreation centers, etc., the amount that can actually be expended for child care facilities other than schools is somewhat limited.

The Office of Defense Health and Welfare Services grants will be made available to state departments of welfare and education, or both, on the basis of specific plans for services submitted by those departments. These plans will outline the needs of the state agencies for federal assistance to provide personnel, on the staffs of the state departments of welfare and education, who will furnish state leadership and supervision for local communities which are planning and administering child care services. State departments of welfare and education may also,

if the state law permits and their plans so provide, reallocate a portion of the federal grant to needy communities for the purpose of furnishing such communities with their own administrative, consultative and planning personnel, or as more often will be the case, state agencies may assign members of their staffs to particular communities acutely in need of assistance in developing their local programs. In any case it is highly important that the plans, submitted by state agencies as a requirement for receiving a federal grant from the Office of Defense Health and Welfare Services allocation, be a part of the over-all state program for services for children of working mothers. Where it is contemplated in the plan that the state agency will reallocate certain portions of the grant to local communities for essential services, that part of the state plan should also be part of the over-all programs of these local communities.

By over-all planning, federal, state and local, and by assignment to appropriate federal, state and local agencies, of responsibility for action on various aspects of the needed services and facilities so planned, the joint problem of recruiting the nation's labor force and of caring for children of working women will be met. It bears repeating that the basic responsibility for developing and operating these child care services rests with the states and the localities. The problem is great. It is going to become greater and the schools must assume a major responsibility for meeting it. Schools must expand their programs, their hours, and the ages of children served and, in cooperation with other community agencies, take their places in the community program for the care of children of working mothers. By our cooperative local, state and federal efforts we can all make our greatest contribution in preserving that which we are now defending—the children of this country.

Children's Services of the Federal Works Agency

Prepared by FLORENCE S. KERR

THE FEDERAL WORKS AGENCY has jurisdiction over two federal programs through which communities may receive assistance in providing services for children. These are the Lanham Act, which makes contributions to communities for war public works and war public services, and the Child Protection Program of the Work Projects Administration. The WPA program is composed of two phases: the regularly operated nursery school program for children of low income groups, and a program of war nurseries and day services for children being established in accordance with a congressional provision in the 1943 WPA appropriation act setting aside not less than six million dollars for such activities.

Lanham Act Contributions

Communities which have war-caused needs for group services to children which cannot be met other than through federal assistance are

eligible for Lanham Act contributions. Under this program, the following policies have been established:

1. Applications for contributions for children's services may include requests for instructors, materials, and incidentals, exclusive of food. No food can be supplied with Lanham Act funds.

2. Applications must be made by public agencies with legal authority to supervise or operate such activities in the area concerned and/or private non-profit organizations which can show legal authority to supervise or operate the activities requested. When no agency has such authority the state authority having power to allocate responsibility for emergency work may designate an agency to take the responsibility and make applications.

3. Applications must show that the activity planned is part of an over-all community plan, and must have the approval of a community committee on children's services if such a group exists.

4. Fees may be charged on a sliding scale and the family's statement of ability to pay shall be accepted without the necessity of a casework investigation.

5. Teachers and other workers secured through Lanham funds may be used to supplement nursery schools employing WPA labor and vice versa.

Work Projects Administration Child Protection Program

Established policies of this program include:

1. WPA nursery schools are operated for children from two through four years of age from the following groups: low-income groups, employed mothers, men and women of the armed forces, industrial workers.
2. When sufficient personnel is not available from certified rolls to properly staff the nursery schools serving children of employed mothers, exemptions for non-relief and non-security wage personnel may be requested. Exemptions will not be granted from standard hours of employment.
3. Under the six million dollar appropriation for war nurseries, day nursery service also may be provided (a) to supplement local extended school programs for five- to ten-year-old children, and (b) to supplement educational programs of established day nurseries with the approval and under the direction of the sponsor.
4. Volunteer help, including many college and high school students, is being used in nursery schools.

Since the WPA does not recruit volunteers, they are secured through the local agencies responsible for civilian mobilization.

5. Cash contributions not to exceed fifty per cent of the operating costs in any single nursery school exclusive of over-all project administrative costs may be accepted from parents of all children eligible to attend WPA nursery schools, except from those of low-income groups. WPA employees do not collect and handle funds; they are handled as sponsor's contributions.

6. All phases of the program operate under the sponsorship of the public education authorities.

7. A majority of the nursery schools have advisory committees. In some cases these committees have representation on over-all community planning committees. In other cases the nursery school committee which has operated for a number of years becomes the over-all community committee.

8. Upon the request of the sponsor (public education authority) the state supervisor of the Child Protection Program may also supervise nursery schools under the Lanham Act.

Extended School Services of the U. S. Office of Education for the Children of Working Mothers

By BESS GOODYKOONTZ

ON AUGUST 28, 1942, the President allocated \$400,000 to the Office of Defense Health and Welfare Services for the promotion and coordination of programs for the care of children of working mothers. In making the allocation and in authorizing the transfer of funds to the U. S. Office of Education and to the Children's Bureau, the President said:

"The need for child care grows out of an increasingly acute problem of labor supply. I believe that much can be accomplished locally toward meeting such needs as may arise, provided stimulation and coordination of effort are achieved."

The President specified that the funds are to be used to provide advisory and supervisory services. In carrying out the responsibilities assigned to it, the Office of Education will work with state departments of education and through them with local school officials in extending the usual school services in such ways as are possible and feasible in order to help with this problem.

Funds will be available to provide regional representatives from the Office of Education to assist in every way possible. Funds will also be available to provide personnel in state departments of education in those states which have large numbers of women employed in essential industries, such personnel to be assigned to discover needs in the communities affected and to help develop educational services for the children of working mothers.

The Schools' Part in Providing Services

Many schools have already experimented with a variety of programs, and as the need develops, many more kinds of services will no doubt be developed. These provisions place much emphasis upon the health and recreational needs of school children. In general, extended school services may be classified in two types:

1. Before and after school programs for children of school age.

Ages: Probably from five or six years of age to twelve or fourteen.

School facilities useful: school library, lunchroom,

gymnasium, auditorium, workshops, sewing rooms, art and music room, playgrounds, school gardens.

Hours: Before school for an hour or so and after school until five or six o'clock or later as work hours require; on Saturdays and holidays. For children who attend school half-day sessions because of crowded conditions, additional services may be needed for a full half-day.

2. Early school or preschool provisions for young children. These may include kindergartens, junior primaries, nursery schools, or play groups.

Ages: Probably three, four and five, sometimes younger.

School facilities required: Space and equipment, teachers, lunches, health supervision, possibly transportation to a central school.

Hours: All day, with a healthfully balanced program.

In addition to these two general types of children's programs, two supplementary services should be available:

3. Information service on homemakers' problems. Mothers who are thinking of going to work or of enrolling in training classes want information on such questions as these: What arrangements can I make for my children? How much will it cost? How can I keep my home running smoothly? What shopping helps can I get? Are there ways of securing a ready-cooked evening meal?

School guidance divisions, home-making education, and parent education services can give important help here.

4. The training of workers. There are not now enough trained persons to staff a greatly expanded school program for young children. In many places there are serious shortages of teachers. Therefore the schools will need to assist in training additional persons, both technicians and volunteers for this program.

In connection with the High School Victory Corps many high schools will be undertaking courses in child care, with opportunities for students to participate in children's programs as laboratory experience and as a part of their contributed community service.

Responsibilities of Field Representatives¹

In those regions in which there are large numbers of working women, representatives of the Office of Education with headquarters at the Regional Office of Defense Health and Welfare Services will assist in the promotion and development of extended school services for the children of working mothers. Specifically these representatives will:

1. Cooperate with state department of education officials, committees of the state defense councils, and regional and state welfare officials in the preparation of over-all state programs of child care for the children of working mothers, which will show: (a) the extent of need, in estimates of numbers of children,

(b) facilities already available; programs under way, (c) additional services and facilities needed, and (d) recommendations for action.

2. Recommend state plans and applications for federal funds for advisory and supervisory services in state departments of education.

3. With state department of education representatives, assist communities in discovering need and in mobilizing resources, particularly those of schools and other educational agencies; cooperate with education and welfare officials and with child care committees of local defense councils in preparing over-all community programs.

4. Recommend community plans and applications for federal funds for advisory and supervisory services in local communities, in cooperation with regional representatives of the U. S. Children's Bureau.

5. Cooperate with Office of Education senior specialists on school facilities in determining needs for extended school services for the children of working mothers, which may be met through application for federal funds under the terms of the Community Facilities Act. Such cooperation may include:

(a) Joint study with the senior specialist of the need in a given community.

(b) Collecting information required by the senior specialist as a requisite for reports of findings and recommendations.

(c) Verification of need for "extended school services" included in applications for federal funds for maintenance and operation (P. L. 137) of schools.

To secure coordination of these two programs, the specialists on extended school programs will clear their recommendations for state and local allotments with specialists on school facilities; and they in turn will clear with the former their recommendations for school facilities insofar as they affect services for children of working mothers.

6. Be available to advise with the regional directors of the Office of Defense Health and Welfare, their staff, and committees on child care on problems involved in extended school service for children.

Relationships With Other Agencies and Other Programs

Many agencies—public and private—are carrying on activities which are in some way related to the purposes of this program. It is expected that the Office of Education and its representatives will cooperate in every feasible way with these agencies in order to secure the best possible services for the children of working women. It is not possible to anticipate all of these relationships at this time. Illustrations follow:

1. *The Office of Defense Health and Welfare Services.* This office serves as coordinator of the education and welfare aspects of the total program. The regional representatives of the Office of Education will have their headquarters at the regional offices of Defense Health and Welfare Services, and will work closely with the staff there.

The Office of Defense Health and Welfare Services, through its Division on Physical Fitness in Schools and Colleges, and its Division on Recreation carries on pro-

¹ See page 190 for the names of recently appointed field representatives.

grams in health, physical education, and recreation. The School and College Physical Fitness Division, which is located in the Office of Education, will assist in the development of suggested programs. The Division of Recreation, which is in the O.D.H.W.S. office, has a field staff to assist communities in developing their resources for recreation.

2. *The U. S. Employment Service.* The state and local offices of the U.S.E.S. will furnish employment data helpful in determining the need for additional services for children. Each proposal for funds for personnel either in state departments of education or in communities should include evidence that the U. S. Employment Office has determined that women are being employed in substantial numbers, that their work is needed in war production or related activities, and that provision for services for children will materially aid the war effort by promoting the availability and efficiency of women for gainful employment.

3. *The Children's Bureau, U. S. Department of Labor.* The Children's Bureau, the other federal agency designated to operate this program, will work closely with welfare agencies in providing a variety of day-care services. These may include foster family day care, homemaker service, or day nurseries. Since it is important that states and localities make an overall comprehensive plan for services—not separate or competing plans for education and welfare—the regional representatives of the Children's Bureau and the Office of Education will work together closely, will plan so far as possible to dovetail their visits to states, and will serve as the staff officers of the regional committees on child care.

4. *The Office of Civilian Defense.* In each state

there should be a state committee or subcommittee of the state defense council charged with responsibility for promoting and coordinating the state program. The membership of the committee should include representatives of state departments of welfare, health, education, employment service, and WPA, and such other agencies as may be deemed advisable.

Similarly, in each community where services for children of employed mothers are needed there should be a planning committee of the local defense council which should include representatives of departments of education, health, welfare, the WPA, the employment service, and other interested agencies and organizations. These committees will help to promote and develop services.

5. *The Federal Public Housing Authority.* This agency is responsible for extensive housing projects in many of the communities which are employing large numbers of women. The Authority is interested in the development of school facilities to serve the housing projects, including extended school services for the children of working mothers. F.P.H.A. can sometimes provide space.

6. *The Work Projects Administration.* Through its nursery school program the WPA is already helping materially in providing services for the children of working mothers. Since these projects are sponsored by the schools, numerous combinations of facilities are possible—one supplying space, services, and general guidance; the other providing personnel. WPA representatives should be included on state and local planning committees, so that state and community planning will include consideration of what WPA does and could provide.

The 1943 Annual Meeting... Official Announcement

THE A.C.E. EXECUTIVE BOARD, at its meeting in Washington, D. C., November 6-8, discussed in detail the 1943 annual meeting and announces that the time will be April 2-5, the place St. Louis, Missouri, and headquarters the Hotel Statler. The dates were selected to cover a weekend, so that we might comply with the request of the Office of Defense Transportation to avoid weekend travel. St. Louis was chosen because of its central location.

Those entitled to vote at annual meetings of the Association for Childhood Education are delegates of A.C.E. Branches, members of the Executive Board, chairmen and members of national committees, and life members (see Article III, Section 1, A.C.E. Constitution).

Representing an A.C.E. Branch at any annual meeting is important. This year it is doubly so because each group will be asked to send only one representative. The person chosen should have certain definite qualifications. She should know her local situation in relation to the needs of young children and what is being done about them, whether or not it is in a defense area. She should be able to state these needs and activities briefly and clearly if asked to do so, and to contribute thoughtfully to any discussion. She should be able to *interpret* what goes on so that she may not only give her group a lively, accurate, inclusive report of the meeting but may guide them in applying what she has learned to their own situation.

Registration for attendance will be made through A.C.E. Headquarters between January 1 and March 1, on forms to be provided in the January CHILDHOOD EDUCATION and the December *Branch Exchange*. Watch these publications for news.

Mothers Go to Kindergarten

Miss Prevey, director of parent education, Teachers College, Kansas City, Missouri, public schools, describes an experimental program for kindergarten teachers and mothers which resulted in better understanding of children, parents, teachers and the problems of home and school.

REALIZING THAT HOME-SCHOOL CO-OPERATION should be a worthwhile experience for both the teachers and the parents, an experimental program for kindergarten teachers and mothers was planned and put into operation by the director of kindergarten-primary education and the director of parent education in the Kansas City, Missouri, public schools in the fall of 1941. The program was organized on the basis of observations in the kindergarten, followed by discussion in which mothers and teachers took part.

The observation-discussion class at the kindergarten level might have a number of objectives. The following goals were the aim of this particular experiment:

- (1) To aid mothers to see their children more objectively.
- (2) To assist mothers to see children as developing personalities and to recognize possibilities for growth and development within each child.
- (3) To aid mothers and teachers to gain more knowledge about the five-year-old—his capacities and limitations, his normal problems, and the fundamental conditions of mental health.
- (4) To demonstrate the materials, methods, and guidance techniques the teacher uses in helping children to grow and develop.
- (5) To aid the teacher to become better acquainted with the mothers of her children; to learn something of the home viewpoint, and the problems which arise in the family.

With these objectives in mind a series of discussions and observation periods was planned

for the kindergarten mothers in each of three schools. The first meeting was a discussion period for the purpose of explaining the program. In addition, printed instructions regarding desirable behavior of observers and the technique of observation as well as check sheets for the first observation period were given to those present. The observation check sheets were considered of great importance because the mothers had particular aspects of behavior to watch when they went to the classroom.

Following the first meeting, small groups of mothers were invited by the teacher to visit the classroom to observe as they had previously been instructed. A two weeks period was necessary in order to arrange an observation time for all those who were participating. At no time did the teacher have more than eight or ten mothers in the room but the size of the observing group depended upon the number of children, the wishes of the teacher, the size of the room, and the convenience of the parents.

At the end of the two weeks observation period, a second large group meeting was held at which the observations were discussed. This procedure was repeated until there had been a total of three observations and four discussions. Observations and discussions centered around (1) habits we wish to establish, (2) social activities, and (3) creative activities.

The program in each school was planned by a committee consisting of the school principal, the kindergarten teacher, the director of kindergarten-primary education, and the director of parent education. The director of parent education led the discussion but the principal of the school and the kindergarten teacher were always present and took an active part.

At the end of the experiment, the principals, teachers, the two directors, and one mother from each school met to discuss the program as a whole. It was the opinion of this group that very real values had been attained by the kindergarten-observation classes. Some of these values were:

- (1) Mothers and teachers enjoyed the experience.

(2) It was helpful to have definite instructions as to what to observe and to have each observation center around a particular area of child behavior and guidance. It resulted in more value to the mothers than merely to be invited to watch without anything definite to observe.

(3) Discussion following observation proved to be important. It gave the mothers an opportunity to talk about what they had seen, to ask questions, and to determine the extent to which the principles involved could be applied in the home. They also learned to evaluate their observations. Discussion aided the teacher by helping her to clarify her own thinking regarding her pupils and program, by helping her to become better acquainted with the mothers and the problems which rearing children present to them.

(4) The program enabled the mothers to see the kindergarten as a working unit.

(5) A better understanding between parent and teacher developed. One teacher said, "It is particularly helpful to get acquainted with the mothers early in the school year." (The classes were begun about one month after school opened.)

(6) Mothers and teachers gained a better understanding of the child and his program at school and at home. Many mothers developed greater appreciation of the kindergarten, its purposes and values. One teacher said, "There was a greater appreciation of the kindergarten age standards in attitudes and skills." From time to time, the mothers expressed the same thought. Another teacher had several cases in which there was immediate and marked improvement in the child due, in her opinion, to greater understanding on the part of the

mother. One mother stated, "The class gives a better idea of what the teacher is trying to do." Several mothers were glad to have the opportunity to watch their own children in their relationships with other children.

(7) The children gained satisfaction in having their mothers visit school. They felt that the mothers and teacher were working together. There was an expression of pride by many of the children regarding the fact that their mothers were attending school. The new experience of adjusting to school routine was made less difficult for some of the children by having their mothers coming periodically to their classroom.

Six months have elapsed since the classes closed. The teachers report that all through this period there have been many evidences from the mothers of greater understanding of the children, the goals of the kindergarten, and the guidance methods which are used in school. In one neighborhood the mothers talked about the value of the observations and the discussions until the mothers of the second kindergarten room in the school asked if a similar class could not be arranged for them.

On the basis of this experiment a group of ten kindergarten teachers have requested a short in-service training program which would prepare them to carry out a similar type of work with their parents. Since the leader of the discussion should be the kindergarten teacher the director of parent education plans to devote her energies, in so far as this program is concerned, to assisting the kindergarten teacher herself to organize her own observation-discussion classes and to aid her in learning the art of leadership in discussion groups.

WE NEVER STOP TO THINK how queer Christmas is in this jazzing, speeding, flying, material, prosperous age . . . The idea of telling an armed world that the real weapons are meekness, poverty, love! . . . Why, indeed, unless despite all our materialism and stupidity we know, or we feel that He was right—that love and service, humility and forgiveness are the secret that we are all seeking, the magic formula without which these human hearts of ours never will be satisfied.—*Christmas* by Kathleen Norris.

When Parents Help at School

Here is a practical illustration of how parents became interested in the work of the school and joined enthusiastically in contributing to it. Such participation should pay high dividends in the growth of children, teachers and parents. Mrs. Freund is teacher of second grade in a public school at River Forest, Illinois.

AT THE ROOSEVELT SCHOOL we have a Mothers' Council which meets once a month with the principal to discuss ways and means of carrying out plans for the children and arranging programs for adult education. One mother from each grade group is a "key mother" for that group. The various "key mothers" make up the executive committee for the Council. The room teacher is free to call upon her "key mother" for any help she may need during the year in reaching the parents.

During the first month of school the key mother from our second grade group had a tea at her home for the other mothers of the group, the principal, and the teacher. Attendance was one hundred per cent. The teacher started the discussion by describing the various projects in which the children were interested and explaining how these parents might help in the classroom. The mothers asked vital questions that made the discussion come to life and have a real purpose.

Children in second grade are beginning to feel independent in their reading. Their levels of achievement and their interests vary greatly; consequently, reading should be taught on an individual basis to provide for individual differences. The children become discouraged and develop careless reading habits unless they have a chance to read to someone every day. Here was an opportunity for parent participation. Would the parents respond? Would they be able to work with the children in an objective way when their child was a member of the

group? The teacher pointed out that such participation would help each parent understand her own child better and provide opportunities to become acquainted with the child's friends. The photographs on pages 180 and 181 show how our plans were carried out.

The parents help in other ways, too. One mother who is especially interested in crafts works with half of the group once a week while the other half is at manual training. Another mother is especially interested in sewing and helps us with very simple costumes for our creative dramatics. The mothers are always ready to take us on trips in their cars. They have adopted a friendly, helpful attitude and are keenly interested in the whole group as well as in their particular child. On a rainy day they stand ready to take a car full of children home. The children know all of the parents now and look forward to having them at school. They are perfectly at ease with them and go to them for help as they would to the teacher.

Only those teachers who have tried this type of participation again and again and have seen it fail or succeed with only a few participating can understand the feeling one has when a whole group of parents is with you every step of the way, offering only constructive criticism, appreciating every extra plan that you make for the children's happiness, encouraging you, and helping to make your plans come to life. A group of mothers and fathers who is as vitally concerned about making the school a stimulating place to live as this group has been will surely be rewarded by the wonderful progress their children will make in their school and social life. Here are some results from the cooperative participation of these parents, teacher and children at Roosevelt School:

The parents are really understanding the purposes behind our school program. One mother who had a child in this room several years ago remarked after her visit, "I have visited your room many times before, but never did

(Continued on page 183)

When Parents Go to School



*Father bears a
reading lesson*



*Mothers help
mix paints*

*Dyeing jumping ropes
for rhythms*



*Baby brother
visits, too*



*Finger painting
plates for a party*



Latin-American Fiesta

One thing leads to another. Miss Ruppert, principal of the Franklin School in Hempstead, New York, and Miss Wilson, chairman of the fiesta program, tell us how the desire to improve the school magazine led to a project which developed the cooperation of the entire school and community and resulted in many new learnings for the children.

"HOW SHALL WE pep up our school magazine?" was the question that began it all. We knew that if our school program were built around a broad and interesting theme, the content of our paper would be enriched. After much discussion the thought of a Latin-American project began to take form. It was suggested enthusiastically that we might have a fiesta in the spring.

Our work began. First we must have a background. We soon learned that many of the children and teachers had contacts with people in the community who had traveled in Mexico, Central or South America. They were glad to come to school to talk about their travels and to show their moving pictures. In October we had a large exhibit which was open to parents and children. The halls were filled with picturesque costumes, dolls, native crafts, jewelry—all of which was loaned by generous friends of the community. In fact before the year was over, we discovered that we had lots more friends than we thought we had and that we were getting new ones all the time.

In the next few weeks several commercially-sponsored films and slides were shown. We listened to radio programs. From these the children learned about the discovery, settlement, and contributions made by Latin America.

Our local and college libraries were most generous in loaning us many beautiful books and displays, and in helping us in our research. One of the high school teachers who had trav-

elled extensively in Bolivia and Peru gave us a most interesting talk and dressed some children in colorful Bolivian costumes.

Even the bookmen were interested, especially those whose territory was outside the United States. One representative helped the children to make maps of his South American and Panama Canal routes. He showed them the great air bases along these routes and those which guard the Panama Canal.

By Christmas it was evident that we could not stop our interest in Latin America even if we wished. The children had changed from passively thinking of South America as "geography" to lively, dynamic interest in it.

Soon all the special teachers were getting the spirit of Latin America. Our music teacher was bringing to the foreground the lovely music; the manual arts, the fine arts and hand-craft clubs were all studying Latin America. Even the kindergarten and first grades were thrilled with simple modeling and attracted by the beautiful color work of the Americas. Every grade was working and no particular class or individual was singled out.

After Christmas a large group of children went to the Latin-American Fair in New York City. They came back just bursting with ideas. We had to have a fiesta and our building with its large halls and open court in the center would make a perfect setting.

Our girls and boys began working on a large booth. The South American Art Room was planned and also the Franklin Airport. At the airport the upper grade classes took passengers on an imaginary flight from New York to Rio de Janeiro. Much independent research was done in order to make the large water color pictures used in the flight interesting and convincing.

Two large panoramas—one depicting life on the Pampas, the other a coffee plantation—were at opposite ends of the hall. The figures were life size. Some grades made a study of South American animal and bird life. Two large murals were the result. Other paintings and exhibits were placed in the South American

Art Room—large maps, miniatures of South American scenes taken from books, models of the Panama Canal and its locks, airplanes, Katcina dolls, pottery, jewelry—all made by the children.

The booth in the front hall was the gay and lively center of the fiesta. Near it and down the halls were life-sized coconut palms—the boys had cut down birch trees which they turned into palm trees. Real grass and sod were used and South American flowers bloomed about halls and around the booth. The children worked hard to have the proper lighting effects and much was learned from our school custodian in this respect. On the booth itself were articles made by the children—clay animals, Mexican hats, dolls, tiles, match boxes, Guatemalan carts, lawn ornaments, jewelry, linen decorated with South American designs, and many others too numerous to mention.

We were ready for the fiesta. All our friends were invited. Our newspapers gave us much publicity and our children did the rest. At the first opening night nearly a thousand people arrived. Our auditorium, decorated with handmade flags of the United Nations and our friendly neighbors, was packed to capacity. The stage backdrop was a Mexican desert scene made and painted by the children. Our musical program was typically Latin American. For a

bit of comedy, the eighth grade boys staged a bull fight. During the program and after, flower vendors sold boutonnières and South American refreshments.

To those interested in the financial management of the affair, all money spent in getting material was earned by the children. We did not charge admission because we felt the fiesta really belonged to the community. However, through the sale of articles and refreshments, all expenses were cleared and a nice profit was made for our Red Cross and welfare fund. The children who had taken charge of the business part of the enterprise were proud of the results.

We were not surprised at the interest and approval expressed by the children and parents of the school. Their enthusiasm and cooperation were evident throughout the year. However, we were amazed at the response of the community and even of people outside the community. We had to have "Open House" until almost the close of the school term.

And so the thought of "pepping up the school magazine" was really lost in the larger concept of arousing the entire school and community into a vital and worthwhile undertaking. Incidentally, the school magazine had lots of new pep.

When Parents Help at School

(Continued from page 179)

I understand so well what you are trying to accomplish as I do now since I have really participated in the work."

The parents are not making comparisons and asking if Johnny is doing as well as Susie is, but instead are remarking about the progress each child is making. Each of the twenty-five mothers has said before leaving the room after hearing a group of children read, "I think they are doing remarkably well," or "My, they read well," or "We couldn't read like that when we were children."

They all remark about how businesslike the children are and how well they work together, moving about the room quietly so as not to disturb the children who are reading.

The parents are beginning to see our needs at school. One parent who comes for the activity period has several ideas that she hopes

to carry out to make the room more pleasant and comfortable for the children and to better accommodate them in carrying out an activity program. She has learned that in order to help children to carry out their ideas, materials must be prepared before school starts: "I certainly appreciate all that you teachers are doing for the children. I had no idea that it took so much outside work and planning on the part of the teacher in order that the children might have these lovely experiences."

The most important result from this project is that the children are relaxed and free from tensions. They know that they have the approval of their parents and teacher. They are not hearing criticisms or comparisons at home. Each child feels the spirit of friendliness among the parents and between parents and the teacher which goes far in developing a happy atmosphere in the schoolroom.

Books...

FOR CHILDREN

By MAY HILL ARBUTHNOT

PADDY'S CHRISTMAS. By Helen Monsell. Illustrated by Kurt Wiese. New York: Alfred A. Knopf, 1942. Unpag. \$1.00.

Miss Monsell's delightful story of the bear cub who tried to find out what Christmas is now appears in new dress with amusing illustrations by Kurt Wiese. This is one of the best little Christmas tales we have for children 5 to 10 years old. The conclusion that Christmas "is something pretty and it's loads of fun and it makes you feel good from the inside out" is not too subtle and the Kurt Wiese pictures add the needed explanatory note with a chuckle.

BIFFY BUFFALO. By Jane Porter. Pictures by Janet Smalley. New York: William Morrow and Company, 1942. Pp. 63. \$2.00.

Here is an unusually appealing story of a baby buffalo which becomes separated from the herd and is captured by an Indian. Biffy soon becomes the pet of the Indian children and thoroughly enjoys romping with them. All goes well until the tribe decides to travel and Biffy is used as a pack horse. He resents this indignantly and walks out on his human friends. He has the luck to find his herd and his own mother at last. "Nevermore will I roam" becomes Biffy's motto from that day on. Irresistible pictures by Janet Smalley add to the charms of this unusual story for children 5 to 10.

THE QUESTIONS OF LIFU. By Eleanor Lattimore. New York: Harcourt Brace and Company, 1942. Pp. 104. \$2.00.

Eleanor Lattimore has told a simple tale of a little six-year-old boy who runs away to find his soldier father. The story implies a troubled world at war, anxious and insecure. Yet for Lifu and the little lost girl he discovers on the road, it is not a tragic world, just strange and puzzling. There are always kindly adults to help the children along with reassuring words and tender care.

So many children can be helped through these perilous times to a sense of security that

comes with the kindness of strangers and the abiding affection of kin-folk. This slight, beautifully told story of the perplexities of a six-year-old Chinese child today is good for our American children of the same age and younger.

OVER THE BIG HILL. By Maud Hart Love-lace. Illustrated by Lois Lenski. New York: Thomas Y. Crowell Company, 1942. Pp. 171. \$2.00.

Almost as hilarious as *The Moffats* and even more typical of average American family life in small towns, this second Betsy, Tacey and Tib story gets under way. Boys won't like it because the only boys in the book appear briefly and in unfavorable light, but little girls 8 to 12 will thoroughly enjoy it.

A Queen of Summer is to be crowned and the ten-year-old friends assume that Tib must be queen because she has yellow curls and an accordin-pleated dress. Unfortunately the older girls have other ideas and another queen in mind. Betsy's father flatters himself that he has solved the dilemma by starting both sides electioneering but he little knew the magnitude of this struggle.

When Betsy, Tacy and Tib find they are being worsted by the older girls, they go "over the hill" to a Syrian settlement no one in their group has ever explored before. They make friends with these picturesque refugees from Old World cruelty and in the process put an end to the New World ostracism and misunderstanding of these people. The dilemma is solved by crowning their new friend, a little Syrian girl, Queen of Summer. The warring factions repent in good teary style and are reunited in their enjoyment of these unusual new-comers to their community.

The quarrel is funny and utterly convincing. The relationships of parents and children are delightfully represented and the little Americanization lesson is dramatically and effectively introduced.

Bulletins

AND PAMPHLETS

That Help Teachers and Children Toward Intercultural Understanding

UNDERSTANDING THE OTHER AMERICAN REPUBLICS. Education and National Defense Series Pamphlet No. 12. By Zoe A. Thralls for U. S. Office of Education. Washington, D. C.: U. S. Government Printing Office (for sale by Superintendent of Documents), 1942. Pp. 32. \$.20.

Practical suggestions indicating the wealth of opportunity an alert teacher finds in the kindergarten-primary grades for incidentally pointing out contributions from other American Nations; and in the intermediate grades for studying these contributions and the customs and interests of the people. The teacher's need of a rich fund of information and materials which the included bibliography and list of agencies that distribute free and inexpensive material help supply.

CHILDREN OF DEMOCRACY AND THEIR BOOKS. By Gladys Murphy Graham. Reprinted by permission from *Bulletin of School Library Association of California*, November 1941. Washington, D. C.: American Association of University Women, 1634 Eye Street, N.W., 1942. Pp. 11. \$.15.

An excellent statement of the value of books in developing pride in democratic America, fun in it, understanding of the different people who contribute to it and a sense of making it creatively ours.

THE PAN AMERICAN UNION. By Mae Galarza and B. Mae Small. Washington, D. C.: The Pan American Union with the cooperation of the Office of the Coordinator of Inter-American Affairs, 1942. Pp. 16. \$.05.

The first of a series of booklets containing pertinent information about the American republics prepared for young readers. A happy introduction to the Union and its building, suitable for intermediate grade children.

THE SNAKE FARM AT BUTANTAN BRAZIL. By Lorraine Williams Garrett and J. Hal Conner. Washington, D. C.: The Pan American Union with the cooperation of the Office of the Coordinator of Inter-American Affairs, 1942. Pp. 15. \$.05.

A second of the above series on a subject fascinating to intermediate grade children. Each booklet contains a short glossary.

That Help One to Face the Responsibilities of Teacher and Citizen in a World at War

AND SO WE TEACH IN A WORLD OF WAR. By W. H. Kilpatrick, boys and girls, and others. New York: Elementary Education Group, Teachers College, Columbia University, 1942. Pp. 26. \$.10.

Anecdotes revealing children's dependence and immaturity off-set by the wise counsel of great teachers of today. A rich source of courage for people perplexed by the tremendous responsibilities facing those who would serve children.

FUN IN AN AIR-RAID SHELTER. Suggested Activities for Children During Air Raids. By Elementary Staff and Elementary Club Members. New York: King's Crown Press, Teachers College, Columbia University, 1942. Pp. 28. \$.10.

A booklet written to boys and girls suggesting suitable games, riddles and stunts to be used, rounds and songs to be sung, poems and stories to be told, puzzles to be worked and material to be carried in a fun-kit to keep themselves happily employed in an air-raid shelter and to help with younger children.

CIVIL DEFENSE MEASURES FOR THE PROTECTION OF CHILDREN. Report of Observations in Great Britain, February 1941. Bureau Publication No. 279. By Martha M. Eliot for Children's Bureau, U. S. Department of Labor. Washington, D. C.: U. S. Government Printing Office (for sale by

Superintendent of Documents), 1942. Pp. 186. \$30.

A report of measures taken in Great Britain for the health, protection and care of children under bombardment, during evacuation and in reception centers, and an evaluation of the results. Important for all citizens concerned with children to help determine what can best be done and to give confidence that this can be done successfully.

*That Help Extend a Teacher's
Horizon and Serviceableness*

AIR-CONDITIONING YOUNG AMERICA.

By Robert H. Hinckley and John W. Studebaker. Washington, D. C.: Civil Aeronautics Administration and U. S. Office of Education, 1942. Pp. 32. Price not given.

The importance of aviation not only in the present war effort but for security and prosperity in a world which has already crossed the threshold into the future Air Age. The importance of primary school children learning correct basic concepts that fit the world in which they live and the urgency for teachers to understand social and physical sciences and particularly global geography in order to meet the changes the airplane has brought about.

WORKING WITH CHILDREN IN ONE- AND TWO-TEACHER SCHOOLS. State of Michigan Department of Public Instruction Bulletin No. 319. Lansing, Michigan: Eugene B. Elliott, Superintendent of Public Instruction, 1942. Pp. 97. Price not given.

A practical bulletin written by classroom teachers presenting the irresistible challenge of a small rural school with its opportunities for democratic group living, for ingenuity and self-reliance in meeting problems of facilities, for sharing responsibilities and for creative teaching. Excellent suggestions for enlisting

interest and help of parents in school program.

DIRECTING LEARNING IN THE LANGUAGE ARTS. A General Manual. Parts I, II, III. By Mildred A. Dawson, Minneapolis: Burgess Publishing Company, 426 South Sixth Street, 1942. Pp. 126. \$1.50. Mimeo-print.

Functional nature of language arts; techniques for teaching language, spelling, and penmanship, and procedures in teaching reading. Specific and authoritative information for primary and intermediate grade teachers.

NARRATIVE ILLUSTRATION. The Story of the Comics. By M. C. Gaines. Reprinted from Print, a quarterly journal of *Graphic Arts*, Summer 1942. Pp. 14. Price not given.

A story of the development of today's comic strip from the time of the first ancient picture tale to the latest one designed to help sell war bonds and stamps. Answers the question, "Is it harmful to children?"

RELIGIOUS VALUES AND THE DEMOCRATIC FAITH. By Ordway Tead. Reprinted from *The Booklist*, April 1, 1942. Chicago: American Library Association, 520 North Michigan Avenue. Pp. 6. 25 copies, \$75.

Brief comments on numerous recent books written to show the interrelation of religion and democracy.

WHAT TO READ ON PSYCHOLOGY. By Marion E. Hawes. Chicago: American Library Association, 1942. Pp. 36. \$40.

A variety of reading lists for comprehensive, unbiased knowledge of the subject planned to meet needs of beginners, people of average knowledge, and savants. Sections on child psychology, educational psychology, and psychological measurements are of particular interest to teachers of young children.

So Do I

I don't like faces that are crossish;
I don't like people that are rushy,
I like medium quick ones—half slow.
From *Parents and Children Go to School*
By Dorothy W. Baruch (Scott, Foresman)

News...

HERE AND THERE

New A.C.E. Branches

Atlanta Association for Nursery Education, Georgia.
Brookings Association for Childhood Education,
South Dakota.

Reinstated: Richmond Association for Childhood
Education, California.

Alice G. Thorn

Those who knew Alice G. Thorn will learn with deep regret of her death on October 1. Her special interest was in music and young children and she was widely known through her work as kindergarten instructor at Horace Mann School, Teachers College, Columbia University, and through her book, *Music for Young Children*, and several others of which she was co-author. Miss Thorn had long been a member of the Association for Childhood Education and had contributed to CHILDHOOD EDUCATION and the A.C.E. bulletin, *Music and the Young Child*.

Retirements

Lillian Merritt Davis, after twenty-two years as supervisor of elementary grades in the public schools of Rome, New York. Mrs. Davis will continue to live at Rome.

Satis N. Coleman, from music investigator of Lincoln School and music instructor at Teachers College, Columbia University. Mrs. Coleman served as chairman of the A.C.E. Committee on Music in 1940-42 and at the present time is Consultant on Music.

Appointments

Dorothy W. Baruch, Whittier College, Pasadena, California, as special consultant to the West Coast Regional War Manpower Commission on problems of womanpower. One of the major problems involved in this job is that of child care facilities for war working mothers.

Alice V. Keliher, School of Education, New York University, as chairman of Child Care, Development and Protection, Civilian Defense Volunteer Office, and secretary of the Mayor's Committee on Wartime Care of Children, for Greater New York.

Mary E. Murphy, Elizabeth McCormick Memorial Fund, Chicago, Illinois, as director of services to children for the Chicago Metropolitan Area, under the Office of Civilian Defense.

Lois Meek Stolz, Oakland, California, appointed by the Governor as Coordinator, Care of Children in

Wartime, for the State of California, charged with integrating the different child care programs.

Christine Heinig Returns

Having resigned as federal preschool officer of the Free Kindergarten Union, Melbourne, Australia, Christine Heinig is returning to the United States. In expressing regret at her departure, the August *Kindergarten News* says:

Miss Heinig assisted us to formulate and articulate the ideas and principles behind our work. From this new grasp many were able to move into fields of creativity that deepened the understanding of the contributor and enriched the work as a whole, resulting in experiments in parent education, film strips, movie films and pamphlets; original planning in architecture and equipment; new designs in children's clothes, furniture, etc.; and a more creative approach to child guidance in home and nursery kindergarten.

There has been a breadth of vision in her outlook which has jolted us out of the provincialism of taking interest only in preschool activities immediately around us. With the growth of federal government activities in the preschool field through the establishment of Lady Gowrie Child Centers there has developed among us a national concept of the work . . . The Lady Gowrie Child Centers stand as a fine monument to the expert knowledge and planning that Miss Heinig has contributed to them.

Committee on School Films

Dorothy Kay Cadwallader, 50 Atterbury Avenue, Trenton, New Jersey, is chairman of a recently appointed A.C.E. Committee on School Films. It is this committee's function to gather information on films prepared by both public and private schools, illustrating good teaching practices in the elementary schools. Headquarters office will use the knowledge gained to help A.C.E. Branches and individual members locate films for rent or purchase.

Presidents of A.C.E. Branches have been asked for this information through the *Branch Exchange*. Others knowing of good 16 mm. silent or sound films are asked to send full details to Miss Cadwallader as soon as possible. Those describing films should tell briefly the types of activities portrayed, the rental or sale price, and the year in which the film was made.

Films and Their Sources

Alice V. Keliher, A.C.E. Consultant on Radio and Motion Pictures, is chairman of the New York University Film Library, Washington Square, New York City. Among the 16 mm. films which she recently announced as available are *A Child Went Forth, Five and Under*, and *Village School*, each dealing with a different phase of child care in England in wartime. The library has many other films on rental and will gladly furnish descriptions and prices.

Defense for Children of Mothers Working for Victory is the title of another child care film. Prepared by the National College of Education, Evanston, Illinois, it shows a normal routine day at the Mary Crane Nursery School, and is accompanied by a reference guide. The publishers, R. M. McFarland and Associates, 520 N. Michigan Avenue, Chicago, Illinois, will give information about the purchase of this 35 mm. sound film.

Swift and Company, Union Stock Yards, Chicago, Illinois, have prepared and contributed to the Office of Defense Health and Welfare Services, Federal Security Agency, Washington, D. C., a non-commercial 16 mm. sound film, *Hidden Hunger*. This official film of the National Nutrition Program is accompanied by a "Teacher's Nutrition Manual and Quiz." Bookings are being made by Swift and Company to educational institutions and civic, service and social organizations, with no charge other than transportation.

Many instructive films are being distributed by British Information Services. Most of them are 16 mm. sound, although a few are silent and a few are 35 mm. For convenience and to assure a wider acquaintance with this material, arrangements have been made to handle some of the films through such agencies as visual education divisions of universities and boards of education, commercial distributors, and British consulates. When not available from these sources they may be booked direct from British Information Services, 30 Rockefeller Plaza, New York, N. Y.

Federal Aid to Education

In a recent statement, R. E. Jagers, field representative of the National Education Association Legislative Commission, pointed out how the pending bill, S. 1313, meets the spirit of state-federal relations in providing education. Some of the provisions which should make the

bill almost universally acceptable are:

Direct or indirect federal control of education in the states is eliminated in clear-cut statements and by implication through the specification of details of administration.

The state and not the federal government projects the plan for spending and the criteria for measuring.

The authorization is made for the expenditure of the funds for public elementary and secondary schools only.

The funds may be expended for all elementary and secondary school purposes and are not earmarked for a specific phase of the curriculum.

The bill provides for the equalization of opportunities among the states and requires substantial equalization of educational opportunities within the states between geographical and economic areas, racial areas and school levels.

Two factors are combined in determining the educational need of each state:

1. The load carried by each state is measured by the number of children of school age to be educated, and

2. Ability is measured by the individual income available within a state with which to pay for carrying the educational load.

Not over twenty per cent of the total amount going into a state can be spent for capital outlays and not more than two per cent can be spent for state supervision and auditing. The remaining seventy-eight per cent received by a state must be spent in operating the school and paying for teachers, materials, transportation and maintenance of a good school.

By letter and in spirit the bill is an honest attempt to help a state operate schools which meet the needs of children in that state. It leaves to the state the job of planning the total program, equipping the schools, supplying the schools with learning materials, getting the children to school, determining the curriculum, staffing the school, and providing an efficient auditing system designed to safeguard the money expended.

Individuals and groups in favor of the passage of this bill should get in touch with their Congressmen at once. Unless it becomes law before the close of the present session of Congress, January 1, 1943, it is automatically dropped and a new bill must be introduced at the next session.

Office of Education and Children

There are two groups of children of working mothers who are of particular concern to the schools—children between the ages of two and four or five, who need early school provisions such as kindergartens, junior primaries, or nursery schools; and children between the ages of five and fourteen who need an extended school program ten to twelve hours in length every day of the week, instead of the regular five- or six-hour school session now provided five days a week. The schools have a responsibility for

(Continued on page 190)

A Balanced Program

READING for INTEREST

A SERIES OF BASAL READERS

*Consistently high in literary values, and at all levels
closely keyed to children's preferences and interests*

Reading for Interest

- EMPHASIZES meaningful reading for all pupils
- STRESSES basic skills and various types of reading
- FOSTERS development of appreciations and tastes and the enjoyment of reading
- CLOSELY related to the other curriculum centers
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- ADAPTABLE to all types of school administration
- PROMOTES wide reading and use of the library
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Ten Books for Grades I-VI

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by children's favorite authors
and artists in cooperation with
a group of outstanding educa-
tors. PAUL WITTY, consult-
ant for the series.

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these children which they must be enabled to fulfill.

The U. S. Office of Education has made plans for advisory and supervisory services to help states meet the needs of these groups of children. A staff of from six to eight specialists under the direction of Assistant Commissioner Bess Goodykoontz will be available for services to the states. Those who have accepted appointments as staff members are:

Hazel Gabbard, Department of Parent Education and Child Development, Public Schools, Rochester, New York

Ruth Henderson, State Department of Education, Richmond, Virginia

Lillian A. Lamoreaux, Board of Education, Santa Barbara, California.

William Maucher, School of Education, University of Missouri, Columbia

For additional news of this and other government agencies see pages 170-176 of this issue.

From the Office of Civilian Defense

State and local Defense Councils are urged by the Office of Civilian Defense in Washington to see that their committees review the war-time needs of children and existing resources for meeting those needs, and then proceed to develop services adequate to safeguard children. Possible committee functions include promotion of needed state legislation, the securing of needed funds, the strengthening of the work of agencies responsible for services to children and families, the developing of a closer coordination between agency programs, and assistance in recruitment and training of personnel, both professional and volunteer.

It is suggested by the OCD that these committees should be small enough to function as an active working group and should include representation from state departments of welfare, health, education, and labor, and from private agencies or organizations concerned with children.

The Office of Civilian Defense accepts the statement developed by the Children's Bureau Commission on Children in Wartime in consultation with the OCD and the Office of Defense Health and Welfare Services, Federal Security Agency, as an outline for states and communities to use in developing programs to safeguard children in wartime. Copies of this state program of action may be secured from the Children's Bureau, U. S. Department of Labor, Washington, D. C.

High School Victory Corps

The aims of the High School Victory Corps are the training of youth for that war service that may come after they leave school, and the active participation of youth in the community's war effort while they are yet in school. Eight objectives will be fostered both in and out of classrooms. Readers of CHILDHOOD EDUCATION will be particularly interested in the one dealing with "Community Services," for it includes "child care" and can do much to encourage young people to enroll in the courses that will prepare them for this phase of community service.

From the U. S. Office of Education comes this statement:

What characterizes a Victory Aide Service Unit in child development?

A course including all phases of child growth and development and family life is desirable. Modifications, however, may be required in keeping with the types of service needed and the facilities for training available in the community. For example, specific training in group feeding for children may be necessary in one community and not as essential in another where such service is provided by other agencies.

In addition to the study of child growth and development, the unit should include opportunities for observation of children's activities, for first-hand experience in working under supervision with children from two to fourteen years of age, and for guidance service so that young people may be sure of proper placement and supervision in their work.

Caring for children can be just as glamorous as flying a plane. It can be a direct contribution to the war effort. It can prepare for successful participation in family life now and in the future.

All-Day Neighborhood Schools

The Chelsea School Project in New York City began in 1936 when the City and Country School Extension Service received permission from the New York City Board of Education to open a recreation center in a public school building each afternoon following the regular session. This year the Board of Education has adopted the project, extended it to another school building, and is beginning a demonstration of the All-Day Neighborhood Schools.

The activities of the day school have inevitably merged with those of the recreation center. All children are welcome at the center from 3 to 5 o'clock in the afternoon. There are no lessons but many of the activities are linked with the work of the school day. Here are oppor-

(Continued on page 192)

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tunities to create with many materials—paper, clay, wood, cloth. Here are rhythm and dance groups and games of all kinds. Here children can be busy and safe and can grow in mental and social stature.

Although not begun as a wartime project, the All-Day Neighborhood Schools are playing their part in these difficult years. Other communities may well study and adapt this plan to the needs of their children.

Children's Centers Operating

News comes to the A.C.E. Headquarters Office in Washington of child care centers that are actually in operation—because the need was so great that some person in the community took the first step.

In Seneca, Illinois, a primary teacher was the leader. In Watertown, New York, and in Alexandria, Virginia, parents talked and worked until centers were established. In New Haven, Connecticut, the school authorities saw the project through. The important points are:

- That the centers are in operation.
- That children of working mothers in those communities have guidance and protection.
- That many community agencies are coordinating their efforts for children.

Funds have been granted under the Lanham Act for nursery schools in New Haven, Farmington, Middletown, and Bristol, Connecticut, and in Vallejo, California.

Book on Children's Centers

The National Commission for Young Children announces the publication of *Children's Centers*, edited by Rose H. Alschuler, chairman of the Commission, and published by William Morrow and Company, New York City. Some of the points discussed in the book are the need for an early education program, staff, special services, child guidance, records, benefits to parents, housing, equipment, and a program of activities. Paper, \$1; cloth, \$1.50.

Storytelling on the Air

"Tales From Far and Near," a radio program for children presented by the Association for Arts in Childhood in cooperation with the Columbia Broadcasting Company School of the Air, opened a new series on October 8. From *Arabian Nights* and *Gulliver's Travels* to *The Matchlock Gun*, Newbery Medal book for 1941, there will be something for each and every child to enjoy. The program is broadcast each Thursday from 9:15 to 9:45 A.M., Eastern War Time.